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THE

NATIONAL TEACHER:

A Monthly Journal of Education.

W. D. HENKLE, EDITOR.

VOLUME V.

SALEM, OHIO:
W. D. HENKLE, PUBLISHER.
1875.

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THE

NATIONAL TEACHER:

A MONTHLY EDUCATIONAL JOURNAL.

Vol. V. JANUARY, 1875. No. 1.

HEALTH IN THE PUBLIC SCHOOLS.*

BY B. A. HINSDALE, PRESIDENT HIRAM COLLEGE.

Perhaps the best introduction to this paper will be a brief account of the way it came to be written.

At the last meeting of this Association, held in Warren in June, it was stated in one of the papers read, that excessive demands in the way of study were a pronounced tendency of the public schools. In the discussion that followed, this statement was challenged. It was admitted on all hands, that the charge is a very common one; but it was claimed, on one side, that it has no foundation in fact, but is a sort of cant afloat in the air, while it was insisted, on the other, that the charge is true. Out of this discussion, which was quite an animated one, grew a motion that I should prepare a paper on the subject, to be read at this meeting. Before this motion was put to vote, I declined to undertake the task, if it were understood that I was to confine myself to the main question, but signified a willingness to do so if allowed to discuss some of its general bearings. With this understanding the motion carried, and the appointment was accepted.

In redeeming my promise, let me, first of all, call attention to the fact, that excessive demands in the way of study is a constant and emphatic charge against the public schools. Two

* A Paper read before the Northeastern Ohio Teachers' Association.

classes of witnesses, especially, are pretty unanimous in their testimony on this point. The first class consists of those newspaper writers and magazinists, who have occasion, from time to time, to discuss our public education. What startling pictures these draw, every now and then! As a specimen of their work, though it is quite mild in tone, I make an extract from the "Editor's Table" of the *Ladies' Repository*, found under the expressive head, "Cruelty to School Children":

"Though old modes are abandoned, we are of opinion that school teachers still practice cruelties on the sensitive nature of childhood as severe as those of the cherry, oak, birch, and rawhide dispensation. Sarcasm and ridicule can be made as terrible weapons, and can inflict as savage wounds, as the ruler or rattan. The competitive system, studying for rank and marks and promotion, has its martyrs as well as the rod. In these days school curriculums are overloaded, scholars are overtasked, made to carry on more studies and to study more hours than is good for the bodily health or for the due growth of the mind in strength and knowledge. Besides the six hours a day confinement in the schoolroom, teachers assign tasks for the pupils to con out of school under the eyes of their parents, thus abridging their hours of play and exercise, or robbing parents of the assistance of the children in the various services required in household management. Six hours a day ought to be the limit of attention to books with every child during the period of growth, and those six ought to be broken into periods of play and relaxation at due intervals. Assigning exercises for out-of-school hours should in no case be allowed, and keeping after school should be a punishment reserved for cases that require severe measures and stringent discipline."

In general, we may suppose these literary people believe and feel what they say, at least for the time being. At the same time, however, it is clear, that many of them are drawn to the subject by what we may call the newspaper sense. Slashing articles, on almost all subjects, are greedily read by the people. And then the picture of school children, with big heads and small bodies, full of nerves, without lymph or phlegm, thin-blooded and bow-legged, bending all day over books that are both too many and too hard, precocious as Paul Dombey, and going like him to an early grave, has great attractions for the *literateur* who turns his attention to education.

The second class of persons is the medical profession. Am I not within the bounds of truth when I say, that the great majority of practicing physicians, especially in the cities, hold the opinion that the burden of study laid on children in the schools is too heavy? And the doctors claim to have exceptional opportunities for ascertaining the facts. Dr. E. H. Clarke, for ex-

ample, says the places to study the effects of coeducation are "the sick chamber, not the schoolroom; the physicians private consultation, not the committee's public examination; the hospital, not the college, the workshop, or the parlor."* I do not charge the doctors with bringing a railing accusation against the teachers. In some respects their opportunities for getting at the facts are no doubt exceptionally good; but they are peculiarly liable to fall into some fallacies that I shall have occasion to point out before this paper is concluded.

On the other hand, teachers, as a class, are almost equally unanimous in denying that their pupils are overworked; and they, too, claim that they have unequaled opportunities of finding out the truth. Whether the teachers also are liable to fall into mistakes will also come in my way to inquire.

So far as the public mind is concerned, it is a good deal bewildered. Parents, when the question comes before them in a practical way, generally decide with the physician or the teacher, according as the pressure is more or less.

In the meantime, the question at issue is one of immense importance. Our common schools are a growth of more than two hundred years. They have cost vast sums of money, and infinite pains: with all their imperfections, they are a fair expression of our average educational sense and culture. We have built them up for the most cogent and imperative reasons, some intellectual, some political, some moral. We have intended them as a mighty instrument of improvement. Are they rather an instrument of deterioration? Is the health of our children breaking down under their school burdens? Is the American child-constitution unable to support American school instruction as now organized? Are our efforts to train the mind ruining the body? If these questions are to be answered in the affirmative, we ought to know it, that we may readjust our system; if in the negative, we ought to know it, that we may silence ignorant clamor. The question is all the more important, because there is so much reason to think that what I shall venture to call the American race, is falling off in physical power. Before making such remarks as I have to offer on this point, let me guard myself against possible misapprehension.

There is a class of persons who hold that the mind is built

* Sex in Education, pp. 61–2.

up at the expense of the body. They associate a high degree of physical power, with a low degree of mental cultivation, and regard weakness and effeminacy as characteristics of a high civilization. This opinion I scout utterly. It is a part of that habit of mind which attributes such extraordinary virtues to the savage, as though the savage were not a weak and miserable creature the world over! The famed Arabian steed, whose fleetness is proverbial, it is well known, is no match for the thorough-bred horse of the English or American turf: no more is the rude man of the woods, even in point of physical power and endurance, a match for the thorough-bred man of civilization. It would certainly be strange if God had given us a nature, one half of which can not be cultivated, save at the expense of the other half; still, civilized peoples have often declined physically, as they will no doubt do again. This does not spring from any necessary connection between physical weakness and cultivated life, but rather from the vices of the latter. But without elaborating this thought further, let me return to the statement that there is much reason to hold that the American people are exhibiting evidences of a decline in physical power.

Those who hold that such is the fact, rest their proposition partly on the testimony of the medical profession, and partly on the vital statistics of the country. Under the latter head, for example, it has been ascertained that the number of children under a given age, say fifteen years, as compared with the number of women between fifteen and fifty, is constantly becoming smaller. The "Circular of Information" sent out by the National Bureau of Education for March, 1872, along with other valuable matter from the same source, contained a table compiled from the Census Reports from 1800 to 1860, by Dr. J. M. Toner, a scholarly physician of a statistical turn of mind, that puts this subject in a clear light. In the state of Ohio, within that period, the falling off was more than fifty per cent. In the other states the results were similar, though not in all cases so striking. In a later publication, Dr. Toner returned to the subject, this time showing that, taking the country together, "in 1830 there were to every thousand marriageble women, one thousand nine hundred and fifty-two children under fifteen years of age. Ten years later, there were one thousand eight hundred and sixty-three, or eighty-nine less children to every thousand women than in 1830. In 1850, this number

had declined to one thousand seven hundred and twenty; in 1860, to one thousand six hundred and sixty-six; and in 1870, to one thousand five hundred and sixty-eight. The total decline in the forty years was three hundred and eighty-four, or about twenty per cent of the whole proportional number in 1830." He proved further, that "the United States Census of 1870 shows that there is in the city of New York, but one child under fifteen years of age to each thousand nubial women, where there 'ought to be three'; and the same is true of other large cities."* This startling result is due principally from two causes. The first is an increasing mortality among children in the large cities, consequent upon over-crowding; and the second, a diminishing birth-rate, consequent on a variety of causes that need not be here mentioned. Under the first head, I desire to say, that about fifty per cent of all children born in the large cities die before they reach the age of five; and under the second, the diminishing birth-rate appears to point unmistakably to a loss of vital power on the part of our people.

Especially is it charged that American women are deteriorating physically. Unfortunately, this question, from being a matter of dry statistical inquiry, has become part of a heated controversy, from its supposed bearing on coeducation, and it accordingly draws to itself some of that "suffusion of the will" of which Bacon speaks in one of his writings. Keeping wide of this controversy, I feel bound to say that, from whatever cause, the charge against American women is well founded.

Into the causes of our physical deterioration, I make no inquiry. Some Europeans are wont to say that our country does not supply the physical conditions of continued physical power and tone. Dr. Clarke seems to have lent some countenance to this view, when he argued at Detroit—

"No race of humankind has yet obtained a permanent foothold upon this Continent. The Asiatics trace back their life in Asia so far that the distance between to-day and their recorded starting-point seems like a geologic epoch. The descendants of the Ptolemies still linger about the Nile. The race that peopled Northern Europe, when Greece and Rome were young, not only retains its ancient place and power, but makes itself felt and heard throughout the world. On this Continent races have been born, and lived, and disappeared. Mounds at the West, vestiges in Florida, and traces elsewhere, proclaim at least two extinct races.

* *The Nation*, No. 426.

The causes of their disappearance are undiscovered. We only know that they are gone. The Indian whom our ancestors confronted was losing his hold on the Continent when the Mayflower anchored in Plymouth Bay, and is now rapidly disappearing also. It remains to be seen if the Anglo-Saxon race, which has ventured upon a continent that has proved the tomb of antecedent races, can be more fortunate than they in maintaining a permanent grasp upon this Western World. One thing, at least, is sure, it will fail, as previous races have failed, unless it can produce a physique and a brain capable of meeting successfully the demands that our climate and civilization make upon it."*

Without either sanctioning this theory or propounding any other, I would urge that the vital condition of our population, apart from any other considerations furnishes abundant reason why we should investigate the relations of our public schools to the public health.

Any really valuable inquiry into these relations must be strictly inductive. In this field, it is idle to theorize or speculate. Nothing but carefully observed and registered facts can guide us to satisfactory conclusions. It was for this reason that I declined, at Warren, to undertake a discussion of the main question. In the first place, I had no such experience as would enable me to speak with authority; in the second place, I was not familiar with the literature of the subject; while it was impossible for me to make good either of these defects. What is more, I was then doubtful, as I still am, whether there has been collected the data necessary for any general conclusion. This opinion is held, however, on negative, rather than on positive, grounds.

But while the inquiry must be strictly inductive, it is an induction attended by some peculiar difficulties. We sometimes go wild over a mass of facts. The truth is, facts are of little, if any value, until they have been sifted, classified, and interpreted by the intelligence. The Baconian method has not abolished theory; it has only placed it after the facts, not before them. Suppose it be charged that a large number of children in the schools are in poor health. This is a plain question of fact, and can be very easily determined. But the philosopher asks, What is the cause of this state of affairs? All the facts ever gathered by the vital statistician, until interpreted by the philosopher, will never answer this question. It is not a question easily answered, and I must think that the great

* *The Nation*, No. 476.

majority of teachers and parents, as well as many physicians, from want of the requisite powers and habit of analysis, are incapable of the effort. It brings us into the field of cause and effect, that high region of thought where so many and such serious mistakes are made in reasoning. Without any logical discrimination of these mistakes, let me say, one of the most frequent and flagrant is this: to conclude when one thing follows another, that the two stand in the relation of cause and effect; thus confounding *post hoc* and *propter hoc*—a head under which more popular fallacies can be exhibited than under any other known to logic. For example, it has been observed that the ratio of the convicts in our prisons who can not read and write, to those who can, is very great; from which fact it has been inferred that illiteracy is the principal cause of crime. That there is no such necessary relation, has been fully shown by Mr. Herbert Spencer in a passage which has taught one person, at least, to be slow, especially when reasoning on social affairs, to accept coexistence or consecutiveness of time as indicating cause and effect. Here is the passage:

"We have no evidence that education, as commonly understood, is a preventive of crime. Those perpetually reiterated newspaper paragraphs, in which the ratios of instructed to uninstructed convicts are so triumphantly stated, prove nothing. Before any inference can be drawn, it must be shown that these instructed and uninstructed convicts come from two *equal* sections of society, alike in *all other respects* but that of knowledge—similar in rank and occupation, having similar advantages, labouring under similar temptations. But this is not only not the truth; it is nothing like the truth. The many ignorant criminals belong to a most unfavourably circumstanced class; whilst the few educated ones are from a class comparitively favoured. As things stand it would be equally logical to infer that crime arises from going without animal food, or from living in badly-ventilated rooms, or from wearing dirty shirts; for were the inmates of a gaol to be catechized, it would doubtless be found that the majority of them had been placed in these conditions. Ignorance and crime are not cause and effect; they are coinciding results of the same cause. To be wholly untaught is to have moved amongst those whose incentives to wrong-doing is strongest; to be partially taught is to have been one of a class subject to less urgent temptations; to be well taught is to have lived almost beyond the reach of the usual motives for transgression. Ignorance, therefore, (at least in the statistics referred to) simply indicates the pressure of crime-producing influences, and can no more be called the cause of crime than the falling of a barometer can be called the cause of rain."*

* Social Statics, pp. 379–80.

Let us apply a similar analysis to the matter in hand.

Let it be granted that an undue proportion of pupils are breaking down in health in the schools. It does not follow that the cause will be found *at* school. School is only one element in the child's life. He leads a home-life besides, and very likely, a social life into the bargain. Now the cause of his loss of health may be at home, or in the social circle. His health may fail because he is badly fed or clothed, because he is overworked at home, because he spends too much time in society or on the streets; it may be on account of one, or two, or all of these facts. Under these circumstances it will be granted, that it requires a good deal of knowledge and acumen to determine the *real* cause. But a pupil's health shows signs of giving way, a physician is called in, the six hours a day spent at school is to the physician, as it probably is to the parent, the most obtrusive fact of the pupil's life. The physician says the child is studying too hard, and recommends that he be taken from the school; while the report goes abroad that the school teacher is working the children to death. Obviously, in the case supposed, the physician should say, clothe this child in a more rational manner, give him more wholesome food, take him out of society, keep him off the streets, and do not let him sit up so late at night. Whether the demands made on school children are excessive or not, I am convinced that a good deal of ill health is charged to the schools, that ought to be carried to the account of bad handling at home.

But for argument's sake, we will grant that the doctors are right, and that the trouble is at school. But where, at school? Here we are confronted by another difficulty as embarrassing as the one just considered. As school is only one element in a pupil's life: so the amount of study required of him is only one element of his school life. Other elements enter into the problem, and it must not be concluded that the teacher's demands are excessive, because his pupils are suffering in health. The teacher may not impose too much work, but he may require it to be done in such ways, or he may have such absurd methods of instruction, that the amount required is a weariness to the flesh as well as to the mind. What is more, the physical conditions under which the work is performed may be unfavorable. The National Commissioner very justly says:

"Headache, bleeding at the nose, diseases of the eye and spine, dyspepsia, affections of the bronchial tubes and lungs, exanthematous

fevers, diptheria, and many other complaints, have undoubtedly been induced, or aggravated by the collection of numerous children in school under unfavorable conditions, as to ventilation, light, heat, cleanliness, exercise, and habits of study. School furniture is responsible for much curvature of the spine. Bad print, bad light, and bad position of the head while studying continually, cause distortions of the eye and result in trouble."*

This statement is sufficient to show that our school administration may be working badly in a sanitary point of view, and yet the fault may not be unreasonable demands in the way of study. At all events, there is here plenty of room to fall into fallacies. As the six hours a day in school is the most striking fact in the pupil's life, and therefore more likely to be seized hold of than any other to explain the loss of health, so the lessons are the most striking fact of his school life, and therefore the more likely to be charged with such ill health as the schools produce. Hence, as the school is often charged with consequences really caused by forces acting at home, so the lessons are often charged with the effects of poor ventilation, bad heating arrangements, and insufficient exercise. When a human being's life is marked by no prominent fact, it is frequently difficult demonstrably to trace disease to its real cause; and the demonstration is especially difficult in the case of the pupil at school.

That a good deal of disease and many deaths are traceable to the common schools, and other places of education, I have not the slightest doubt. But it has been well remarked: "When we look for the causes which explain any known evil, we usually find that many concurrent causes unite to produce the result. It is seldom that we can trace in society any great evil to the action of any sole cause." Notably is this the case with young persons attending school. Perhaps some of these concurrent causes should be stated at greater length.

The Board of Health for the state of Michigan, a little more than a year ago, appointed a committee on buildings, public and private, including ventilation, heating, etc., at the head of which was placed Dr. R. C. Kedzie. The report of the Board for 1873 contains a report from Dr. Kedzie on "School Buildings, in relation to their construction, warming, and ventilation, as influencing the health of teachers and scholars." This very valuable document I have consulted in preparing this

* Report for 1872.

paper. Dr. Kedzie shows that in Michigan much mischief is done by overcrowding schoolrooms. He also insists, and with manifest truth, that great injury is caused, especially to girls of certain ages, by lofty schoolhouses, entailing upon pupils an unreasonable amount of stair-climbing. He says under the first head, "the lowest estimate would require three hundred cubic feet of space, and twenty-five feet of floor space for each scholar"; and under the second, he insists that a schoolhouse, except for the most imperative reasons, should not be more than two stories high. He also indicts the large schoolhouses, those where a thousand or fifteen hundred children are massed, and claims that houses of moderate size are far better. He also traces much ill health to imperfect warming and bad ventilation. In order to obtain satisfactory information in regard to ventilation, Dr. Kedzie visited some thirty schools, "examining their principal rooms, their mode of warming and ventilation, the degree of impurity in the air of the schoolrooms, their condition in regard to temperature, dryness", etc. The results he tabulates in his report. He frequently found a difference in the temperature at the floor level and at the desk level of from eight to fifteen degrees; in one instance it was nineteen, and in another it was twenty-one degrees. In the last case the teacher exclaimed in astonishment, "Why we ought to keep the head cool and the feet warm, and how am I to do it?" The reply was, that in such a schoolroom it was impossible, unless the children stood on their heads! Plainly it would be as reasonable to expect a man to be healthy, when his head was in the torrid zone and his feet in the frigid, as it would be to expect children to be healthy whose extremities were immersed in air of such different temperatures. Dr. Kedzies's report, of which I have not even attempted an analysis, is deserving of wide attention; it is good reading in Ohio as well as in Michigan.

The attempt of the teacher to trace a pupil's loss of health to its proper cause or causes, is attended by some peculiar difficulties. A statement of these will show the fallacies into which he is liable to fall.

Those which I shall mention, arise from his bias as a teacher. He knows about what a pupil should do; he has his own standards of work, resting on experience and formulated in "the course", and he is constantly falling into habits of routine. Not only so: he is interested in his own work, thinks the busi-

ness of the pupil is to be a pupil, and is as apt as other people to locate the causes of evils at a distance from himself; in other words, his bias predisposes him to trace failure in health to the pupils home life. What is more, he probably knows less of the child's home life than the physician or the parent does of the school life. If a child leaves the school, perhaps the teacher does not know why; or, if he knows that the cause is ill health, he loses sight of the invalid, and thinks no more about him. Besides, the teacher is occupied with the prominent features of his work; in his thoughts he emphasizes the things that are to his mind; he is more interested in his strong and vigorous pupils than in the weak ones. His attention is fixed on those pupils who keep on to the end of the march, and, as the end is neared, he scarcely notices how the column has thinned out, or, if he does, he hardly inquires after the missing. I do not mean that this is true of all teachers, or of the same teacher at all times; I mean only that these are very natural and very pronounced tendencies of the teaching class. It might be supposed that the teacher, of all people in the world, would be fitted to decide how much study should be required of pupils in school; probably he is, but enough has been said to show how fallible his judgments are likely to be. To these considerations two others may be added: the teacher's relative want of physiological and psychological training, and his perpetual tendency toward routiue.

Fellow-teachers, you will agree that I have been markedly successful in talking around the subject. But you will remember that I never promised to do more than talk around it. Perhaps I have said enough to emphasize the subject, and to furnish some useful hints for making the inquiry. Let us now pass to some related matters. If it be true that the vital condition of our population is deteriorating, in what relation does this fact stand to our work as teachers? Some will say: "Grant that the child ought to be able to perform the tasks assigned; grant that he is able, provided the home life were what it should be; nevertheless, homes are what they are, are not likely to be rapidly changed for the better. What shall the educator therefore do? Shall he pay no attention to the common conditions of child life? Shall the teacher add the last straw that breaks the camel's back? No, let him recognize the facts as they are, and accommodate himself to them. Let him lop off a part of his demands at once, and thus give the chil-

dren rest and health." Concerning this view two things should be said.

In the first place, it is important to ascertain the real cause of any evil, that correction may be made where it belongs. If the home life of the child is unnatural, this fact ought to be known; especially ought it to be known, if so unnatural as to interfere with his education. If society is to blame for a low vital condition in the schools, then society should correct itself. People must be given to understand that school is a fact of first importance in the life of a pupil. But, in the second place, the wise teacher will practically recognize all facts, relating to the child's life, in so far as they are related to his efficiency and success as a pupil. He will not add the straw that breaks the back of the camel, although he sees a whole bale of straw on the animals back that ought not to be there. He will seek first to have the bale taken off. He will take the facts of average home and school life into the account, in adjusting his system. But while he inquires what is, and what is likely to be, he will not cease to work for reform where it is really called for.

One glance at another matter: all courses of study, all class work, is based on the doctrine of averages. The demands made upon pupils in the public schools are graduated in that way; they can be graduated in no other. Now in any normal, healthy civilization, there is always a variety of talent and of power. Hence the school standard can not be put up to the level of the best minds, nor put down to the level of the poorest. To do the first would be to sacrifice the majority to the geniuses; to do the second would be to sacrifice the majority to the dunces. Here is the greatest defect in the public-school system: it must be grounded in the wants of mediocrity. It gives small play for individuality of mental power and character. To be sure, this is a difficulty in all education except the solitary; but it is peculiarly so in public school education. Something more can probably be done to relieve this difficulty, but it can never be wholly overcome. With the general features of this subject, I am not concerned, and shall offer but a word or two on the special feature. The doctrine of averages works badly for the two extremes of ability: for bright students and for dull ones, for the strong and for the weak. In any school of considerable size, you will be sure to find two classes of pupils: those who are overtaxed mentally or physically, or both, and those who are capable of doing more work. Without

passing on the general merits of the question, I have no doubt there is a class of weak pupils in the schools, who are overworked. Nor do I see that it is possible to give them complete relief, so long as they remain in the schools. It is too much to demand that the majority shall wait their motions. In the field of morals, I believe the strong should bear the infirmities of the weak; but to introduce the precept here, and rigidly to insist upon it, would almost involve the loss of civilization.

In conclusion, let me remark again, that all inquiries in the field I have skirted, must be strictly inductive. General impressions and undigested facts are of small value. I would suggest whether this Association could not perform a valuable service by instituting some inquiries into the vital condition of the public schools. Could not a circular containing appropriate inquiries be sent to the more experienced teachers within the territory, covered by the Association, calling upon them for their facts and conclusions? Or, would it not be well to set on foot in the same territory a scheme for registering the vital phenomena of the schools? At one time I had thought of submitting such a circular, and urging the Association to commit itself to the enterprise; but concluded merely to suggest the matter and let it go. It seems to me, however, that some facts could be drawn out, which, digested by some competent person or persons, would be of considerable value in determining this vexed question. Of course, either undertaking would involve trouble and labor, but the results would more than compensate for both. The physical life is the basis of all life, and if it be true that we, as a people, are falling off in physical power, we may be sure that something worse will follow, unless the process of deterioration is checked.

SPELLING: A MEANS TO WHAT END?

Since *spelling* has ceased to occupy that eminence in school work which formerly characterized it, there is danger that it may take a position in some schools inferior to its merits. When you and I, Mr. Editor, were boys, you know spelling was the chief test of scholarly distinction. A few years ago, it was the laborious *highway* to reading. Most of us have vivid recol-

lections of the fact, that when we hesitated at a word our ears were greeted with the sage suggestion, "Spell the word."

Our teachers had not then learned (perhaps some have not yet learned) that saying *double you aitch i see aitch* was not a very suggestive process to reach *which*, and hence we were required to spell words that we might pronounce them. We suppose that in no *graded* school is this practice continued, but we have reason to fear that in many of our ungraded schools, children are still *spelling through* to reading. We remember a school in the Hoosier State (and they have good schools there as we know, having taught there a number of years), in which two large girls were spelling such words as *in-com-pre-hen-si-bil-i-ty*, and the like, and their teacher hoped to get them through that quarter so they might commence reading!

Is not this same folly often repeated in the Buckeye State? We suppose that superintendents, and teachers generally, have a distinct impression that the purpose of spelling is to enable the pupil *to write* his language, and that being the well-settled purpose, all their aims tend to the accomplishment of that end and that end only, so far as spelling is concerned. But this is no small attainment, nor is it easy of accomplishment. The county examiners in our state would be able to testify that few applicants for certificates have learned to use capitals properly, nor is a knowledge of the spelling of the possessive case and the different forms of the plural by any means common. Is it not well to inquire why these defects are so common? Certainly the few inflections in our language ought to be acquired without much difficulty, though we would not say so much for its orthography. Perhaps the secret of the failure lies in the fact, that we have attempted to teach these inflections by *rules* rather than by *actual practice*. Perhaps, too, our authors are somewhat to blame for the hap-hazard manner in which capitals are used in many of our spelling and other school books.

But how may these things be taught? They may and should be taught with and through the spelling lesson. Just so soon as children commence to write words, they should be taught to begin proper names with capitals, and other words with small letters. This rule should be strictly adhered to in the written spelling lesson. The use of capitals may be impressed in oral spelling. In our third and fourth grades, if in the oral lesson, the teacher gives out the word *George*, the pupil spells thus, "*capital G-e-o-r-g-e*", and so of other proper names. It is a dis-

tinction that little children like to make, as it gives them an opportunity to show their powers of observation.

In the higher grades where the spelling is nearly all written, the formation of the plural is readily taught. First, lists of words in which the plural is formed by adding *s* or *es* may be made, and the pupil may be asked to spell the plural of such words as *boy*, *book*, *box*, etc. Then lists of words ending in *y* preceded by a vowel may be made, and afterward lists of words ending in *y* preceded by a consonant. The pupil is led to observe and make a rule in each case, based on the usage.

In like manner, the proper writing of the possessive singular and the possessive plural may be taught, many instances of their use being drawn from the readers. It is necessary in this, as in other teaching, to be careful to take but one step at a time, and frequently to review when two or more steps have been taken. The rule for "final *e* silent" and for doubling the final consonant should, we think, be taught through the spelling lesson, leading the pupil to observe the usage and make the rule for himself.

Our experience is, that these things may be taught in connection with the spelling lesson, and, instead of detracting from its interest or value, it enhances both. Our belief is, that unless these things are learned in early school life, they are rarely learned at all, unless, as is too often the case, we waken up in after years to the painful consciousness that, though we have spent much time at school, we have not learned to write the most common inflections of our own vernacular.

Gallipolis, O. J. S. W.

EXPERIMENTS IN LIGHT.

For experiments in this department of Physics, it is very desirable to have some method of introducing a beam of solar light into a darkened room. This is accomplished by means of the piece of apparatus known as the "Porte Lumiere." The instrument as made by the apparatus makers, is of brass, and is rather costly, a good one costing $50. A convenient and efficient substitute can readily be made by any teacher in the following way:

Having blinds or shades for all the windows of the room, re-

move a pane of glass from the lower sash of the window most convenient for the purpose, and replace it by a thin piece of board, having a circular aperture three inches in diameter in the center of it. Arrange a shelf upon the outside of the window which shall be about the height of the bottom of the the piece of board inserted in place of the glass. Upon this shelf place a piece of common looking-glass, four by six inches, mounted in the following manner:

Tack the piece of looking-glass to a thin piece of board of about the same size; set two standards in another piece of board large enough to form a firm base; let the standards be long enough to reach to the middle of the circular aperture when the base is placed upon the shelf outside, and let them be just far enough apart to admit the piece of board having the mirror attached. With a couple of screws hang the mirror between them at the top, so that it shall swing with considerable friction.

It will readily be seen that by swinging the mirror between the standards, and turning the whole apparatus upon the shelf, a beam of light can always be thrown horizontally through the aperture into the room, when the sun is upon that side of the building and not too near the horizon.

By attaching two stout wires to the base of the apparatus, and one to the mirror, and running them through the board having the aperture, these motions can be made from the inside.

C. A. M.

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ARE THE "NEW METHODS OF EDUCATION" NEW?—No. II.

In a former article, I gave under the above heading some thoughts gathered from the first chapter of Quinctilian's *Institutiones Oratoriæ.* In this article I shall present educational remarks from the second chapter regardless of their strict bearing upon the above question.

He discusses the relative merits of public and private education under the question,—

"Whether the confining of his studies to his own home, and within the walls of a private house, or entering him into a large school, and putting him, as it were, under the control of a public master, is most conducive to the young gentleman's advantage?"

He gives his preference to public education, answering the objections to the immorality of the public schools by asserting that boys are debauched at home as well as at school. The following forcible description of Roman customs deserves to be given in full:

"Would to Heaven, that we ourselves were not the chief instruments in corrupting the morals of our children! No sooner are they born, than we enervate them by fondness; for that delicacy of education, which we term indulgence, breaks down every power both of body and mind. When the child stammers about in costly robes, what will not the man aspire to? The first words he learns to lisp are his purple, or his crimson cloak; and we pay more attention to his palate than to his pronunciation. Before they leave their go-carts, they grow up to be lads; and never do they put a foot to the ground, but when they are swung and suspended in leading strings by their attendants. When they say anything immodest, we feel sensible pleasure. We kiss and fondle them for expressions that would put even an effeminate Ægyptian out of countenance; and where is the mighty wonder in their being such early proficients in luxury; for all they learn and all they hear is from ourselves? They are witnesses of our lewdest, our most infamous amours; our dining-rooms ring with obscene songs; and all our entertainments are mixed with indecent objects. This, at first, becomes habit, and habit grows into nature. The poor infants learn these things before they know them to be vices; and thus melting into luxury, and dissolved in effeminacy, they carry into schools their lewdness, instead of catching it there."

He sets forth at length the advantages of public education, not omitting a reference to generous rivalry, "for", he says, "although ambition is in itself a vice, yet it is often the parent of virtues." In illustration of this, he reveals to us the fact that class divisions and rank in classes is an old device:

"I remember my masters observed a custom that had its advantages. For they distributed their scholars into classes [the English say forms], and in repeating their lessons, they took place of one another according to the measure of every boy's proficiency; and thus every one of us had an opportunity of advancing in proportion to our improvement. This point of precedency was seriously canvassed; each boy fought hard for every place he took; and his ambition was crowned when he became head of his class. But he had more than one chance for this. For if he missed it once, he had, that day a month, an opportunity of another challenge. Thus the head boy never grew remiss through success; and the others eagerly wished for an opportunity to retrieve their honor. So far as I can be a judge, this method was a sharper spur to our application, than were all the lectures of our masters, the cares of our tutors, or the wishes of our parents."

He alludes to the inspiration of numbers, and refers to the ridiculous figure an orator would cut by impassioned utterance and the vehement agitations both of mind and body in the presence of a single hearer, adding "Were every audience to consist of a single hearer, there would be no such thing as eloquence upon earth."

Let every teacher that has to do with young minds remember the following pertinent simile bearing on the capacity of children:

"For as the mouth of a vessel, when narrow, dashes aside the liquor that is hastily poured into it, but receives it when conveyed into it gradually, and, as it were, drop by drop, till it is full, thus great attention ought to be paid to the dimensions of a boy's capacity. For matters of difficult conception can not enter into the understanding of a boy before it is dilated and open."

The ideas presented in these two brief articles from the first two chapters of Quinctilian show clearly that he deserves to be read by every student of the science and art of education.

Salem, Ohio. W. D. HENKLE.

METHOD OF TEACHING BEGINNERS TO READ.

CHAPTER I.—INTRODUCTION.

Institute instructors will probably agree that the main obstacle which meets the introduction of an improved method of teaching the alphabet, is the ignorance of a majority of young teachers concerning the different methods now in use throughout the country.

Each person knows one method, and only one, namely, the one by which he was himself taught. It is natural that he should prefer to teach by this method, because it is the only one he can teach by. It is natural that he should maintain its superiority over all others, because, *so far as he knows*, it is superior.

This feeling is very likely to exhibit itself in an institute toward any method presented, which happens to be *new* to that institute. We have all, doubtless, been frequently amused, if not irritated, at the summary disposal by an institute of some method as "theoretical" or "fanciful" or "impracticable" or "doubtful", which has been practiced successfully for years by

thousands of teachers throughout the country, but which happens to labor under the serious disadvantage of being "new" to that institute.

The first point to be gained, then, in presenting the best method of teaching the alphabet, is to make teachers familiar with the different methods. But to insure correct appreciation of the different methods, the difficulties encountered in teaching the alphabet, and the power of each method to overcome these difficulties, must be thoroughly and fairly exhibited.

This is the object of this paper. The writer has his preference, of course, and he does not labor to conceal it, yet he is extremely desirous of so presenting all the prevalent methods as to give those who may wish to study and discuss them reliable material and technical terms such as will make an intelligent discussion possible.

AN OUTLINE OF ALL THE METHODS.

CHAPTER II.

The prevalent methods of teaching the alphabet may be thrown into two general divisions: 1. Those which teach the *names* of the letters without regard to their *sounds*. 2. Those which first teach the *sounds* of the letters, the *names* being presented sooner or later, according to the discretion of the teacher. The first we shall denominate, I. LETTER Methods; the second, II. PHONIC Methods.

There are two LETTER methods now in vogue. The first, and the oldest, is the (1) *Alphabetic*. The second the (2) *Word* or *Webb* Method. These are falsely distinguished as the A. *Synthetic* and B. *Analytic*.

The PHONIC methods are six in number. They may be conveniently thrown into two classes, those (C) using no phonic marks, and those (D) using phonic marks. Under the first comes only (3) the *Romanic* or *Sheldon* Method. Those using phonic marks are the (4) *Phono-mark* or *Dictionary* Method, the (5) *Typographic* Method, the (6) *Compromise* or *Leigh* Method, the (7) *Typographico-Dictionary* or *Graham* Method, and the (8) *Phonetic* or *Normal* Method.

For convenient reference these may be presented as follows:

I. LETTER METHODS.—(Irrational.)
  A. Synthetic (so-called).
    (1) *Alphabetic* Method.
  B. Analytic (so-called).
    (2) *Word* or *Webb* Method.

II. PHONIC METHODS.—(Rational, *i. e.*, Synthetic and Analytic.)
C. Using no phonic marks.
(3) *Romanic* or *Object-Lesson* Method.
D. Using phonic marks.
(4) *Phono-mark* or *Dictionary* Method.
(5) *Typographic* Method.
(6) *Compromise* or *Leigh* Method.
(7) *Typographico-Dictionary* or *Graham* Method.
(8) *Phonetic* Method.

N. N. School, Lebanon, O. R. H. HOLBROOK.

SPASMODIC WORK.

Perhaps there is no work in the world that requires so much study, care, and painstaking effort as the work of the teacher, *if it be well done.* The work of the teacher is to develop character in the pupil, to train his powers and faculties in the best possible way, that he may become a thinking being, governed by those principles which indicate his fitness for true citizenship. This work can never be well done by *spasmodic* efforts. The teacher who would achieve success, and fulfill the obligations resting upon him, must labor steadily and persistently.

Unfortunately for many pupils, they are obliged to be under the instruction of these spasmodic teachers. To-day the teacher is well prepared, feels well, and works nobly: to-morrow partially prepared, a little nervous as a consequence, easily disturbed in the day's duties; the next day perhaps better, but frequently less fitted for good honest work. Then comes another *spasm* of excellent preparation, and the teacher is encouraged by the result of her own effort manifested in the general smoothness with which the whole machinery of school life runs for the time.

Teachers are apt to say, in reply to such statements as the above, that every school must have its hard days—must have its clouds. This is true, but as "behind the clouds the sun is still shining", and will soon dispel them, so will the ever-ready teacher be able to clear away the clouds which so frequently come to many schoolrooms.

As we have indicated, a large share of the difficulty in these schools so unevenly governed and instructed arises either from neglect or non-realization of responsibility on the part of the teachers. Some say that they work for the number of hours

they are employed and for which they are paid, and even then earn more than they get. Undoubtedly this is often true, and yet the responsibility can not consistently be shirked. I am bound to labor just as faithfully for a small as a large sum, if I engage to do certain work. The faithful engineer will not be less on the alert or less mindful of his duty, because he does not receive as much as a fellow engineer. The ground of excuse is not well taken. Every teacher is bound for humanity's sake to do his "level best" in all his work for his school. Each new experience should enable him to progress in the manner of doing his work; besides, he should grasp every outside influence that will assist him. Retrogression should never be tolerated.

Another source of this uneveness in school work, besides the lack of studious preparation, is a want of care in the physical habits. The best condition of mind and body is necessary to command that control of self, which, in the presence of the young, is worth more for discipline and instruction than a thousand precepts. E. H. C.

——THE ideal of elementary education surely ought to be a discipline that has taught the scholar steadiness and control, and has given him facility of working power; that is, has made him able *to do something for himself* intellectually in matters that are within the ordinary comprehension of his age, while besides that, it has developed "the conscience of thoroughness." The school work ought further to supply the largest possible amount of that general information about nature, history, and human life, which, without pretending to exactness, is nevertheless the source of a very large part of all the interest and pleasure beyond the merely physical, which is possible in this life.

The aim of this discipline is a training which shall be to the scholar both the incentive and the guide to that self-training which is the only perfect master. Beneath that discipline, and yet above it, transcending it, shall be an inspiration, born out of the knowledge of the highest things, out of contact with the best and bravest the world has seen,—an inspiration which shall prompt him to strive for the attainment of high intellectual moral character.—*Mrs.* A. C. MARTIN, *Boston.*

EDITORIAL DEPARTMENT.

—— The Governor of Ohio in his annual message, invites attention to the Agricultural and Mechanical College, and suggests that the General Assembly may devise ways and means to aid the Board of Trustees in bringing about a much larger attendance of students.

—— The President in his last annual message and the Secretary of War in his report recommend the establishment of a professorship of Rhetoric and English Literature at West Point. This is good advice to Congress. An army officer ought to be able to handle both the pen and the sword, and upon occasion to make a speech. More than one victory has been due to a stirring address from the commander to his soldiers.

—— Many parents have no other object in sending their children to school than to have them get the knowledge necessary to transact business. In their judgment, anything further may be ornamental, but is not useful. Some teachers do not recognize that there is utility in any education, unless it can be directly applied in some business that brings money to the pocket. Such teachers ought to have no pupils except the children of those parents just mentioned.

—— What knowledge is of most use, has been a much debated question, and has been treated by writers as if it were what knowledge ought we to use, and perhaps this is what is fairly meant. But let the question be, what kind of knowledge do men make most use of, and we assert that (except some simple relations of number, time and extent, which all men possess), we make most use of the knowledge of language. We use this knowledge constantly, and almost always without thinking of it. It is like the air which we breathe every moment, while we never see it.

—— Twenty years ago a frequent topic of discussion among teachers was the claim to be admitted among the learned professions. That so little of this is heard at the present day shows what a great real advance has been made in the respectability of the profession. Teachers do not now think of preferring a claim of that kind because they know that the standing of the profession is established. This has not been accomplished by any act of recognition on the part of others, but rather by the general increase of the intelligence and education of the teachers themselves. The respectability of a profession depends for the most part upon the worthiness of its individual members. It depends also in

a great measure upon whether its object is to meet the nobler or the meaner wants of man. It depends, in a less degree, upon the amount of energy, knowledge, and skill, required in its practice.

—— INSTRUCTION can be had for money, but in one respect it is unlike any other thing that can be bought. When there is no meat or bread in the house, the family know the want and try to get food. When there is winter, and only a thin coat on the back, the sufferer knows what he wants, and tries to get suitable clothing. But when a child or a man is uneducated, he may not know it, and unless aroused by some greater intelligence, is apt to remain in ignorance.

—— EXAMINATIONS of pupils are held for different purposes, and the method of conducting them should vary as the object varies. There are pass-examinations: for admission to a school, or for passing to a higher class. Here we consider the acquired knowledge, the age, the natural intelligence, and the habits of study and attendanc, all of which help us to decide whether it is better for this pupil to go to the next higher class, or to wait a while. Then there are grade-examinations, held in many schools for the purpose of assigning to each member of a class his rank according to some numerical scale. Here the principal thing is to weigh justly the amonut of acquired knowledge, but the industry displayed by each one during the term and the improvement made ought also to be considered.

—— COUNTY Examiners in Ohio are required by law to assign each successful applicant to one of four grades, indicated by the length of time which the certificate has to run. Generally this grading is made to depend almost entirely upon the examinations in arithmetic, geography, and grammar, but it ought to depend very much upon the examiner's judgment of the applicant's professional skill. Beginners ought to be content with six or twelve month certificates. Successful experienced teachers deserve to be graded higher. The examination in what is called "theory and practice", ought to occupy more attention, and receive more weight in fixing the grade of certificates. The age of the applicant, his experience in teaching, and the number of times he has been reëngaged for the same school, provided it was a school known to be well-conducted, ought all to be considered.

—— THE U. S. Commissioner of Education is collecting the statistics of the preparatory schools connected with the colleges, as well as of the colleges themselves. This is well. Some of the great arguments made about preparation for colleges in this country, have been based upon very defective statistics. If it could be known how many of the so-called colleges are in fact only academies, it would be a very instructive item of statistics.

—— THE managers of the Ohio Agricultural and Mechanical College are blamed for trying to bring into the course of study things which do not have an immediate application on the farm or in the shop. If these fault-finders could govern that college, they would shear it down to a model farm and shop, and then it would be useless to either farmer boys or young mechanics. They could learn as well at home. Better let our farmers and mechanics know that education is valuable just in proportion as it is broad, just in the degree that it enables a man to think outside of farm and shop. The farmer who knows nothing but farming is a clown. The mechanic who knows nothing but shop is fit only for journeyman-work. Just so, the school-master who knows nothing but school, is a mere pedagogue.

CLASS INTERVALS IN COLLEGES.

The problem of "class intervals in graded schools" has to be solved in the administration of every college, and has been met in various ways. In nearly all the colleges in the United States the intervals are one year, and a student is required to be in the same class in all his studies, and either to go forward with his fellows in all departments, or to fall back a year in all. Under this system, if a student fails to pass the examinations in one study, he is "conditioned", which frequently amounts to being examined again, and passed at the end of one or two months. If he fails in two or more branches, he may be "dropped" to a lower class, or advised to change his residence. Some colleges make the *condition* a much more serious affair, even when a student fails in only one branch of study. In the Virginia Universty a student's standing in one department has no effect upon his classification in another. He may be through with his mathematics when he is beginning his Latin, and *vice versa*. This is known as the Virginia method, and has been (somewhat modified) in use in the Ohio University at Athens, since the time of President McGuffey, if not before, and occasionally it has been in other colleges of this state. At Harvard, after the freshman year, they have a great number of elective courses of study, and consequently no rigid classification. If a student fails to pass a Greek examination, he may pass on in his other studies, and either review that Greek or take some equivalent; and will receive his degree at the end of the three years, provided he has in that time done three years work.

In the English Universities at Oxford and Cambridge, there is no such class system as prevails in the United States, not even such as at the University of Virginia. Students may enter at different seasons, and are not all graduated at the same day of the year. Those who intend to go out with honors, expect usually to remain nearly a year longer at work than those who take only a common degree. Nearly all the teaching is done by private tutors or in small classes. There seems nothing here that suggests any thing to our graded schools; but the methods of our American colleges may be worth studying.

INTELLECTUAL DEVELOPMENT.

To the teacher the most important part of the science of the human intellect is that which treats of the order of intellectual development. If there is any such order in nature, if certain faculties are developed at an earlier age than others, the teacher should know it, and should arrange his course of instruction to accord with the law. On the other hand, if the teacher adopts an erroneous doctrine of intellectual development, much of his work will be of little use. The importance of all this has been acknowledged by our best educators, and much has been written and spoken on this subject.

It has been usually assumed that the faculties of the human mind are developed in this order: 1st. Observation; 2d. Memory; and 3d. The Reasoning Faculty. This arrangement is based upon that psychological theory which teaches that the soul must gain knowledge by observation of facts, before it can have anything to remember or reason upon; and that it must remember the acquired knowledge before it can reason upon it. This is only a half statement of the truth, and seems, at first, to be conclusive of the whole matter. It has been so taken by some authors of text-books on mental philosophy, and by some of the teachers of highest rank. They hold that a main object of the primary school is the development of the power of observation; that a main object of the schools next above the primary, is the development of the memory, and that afterward in the high school, the teacher should aim to develop the reasoning power.

Professor Dickinson, of the Normal School, at Westfield, Mass., has slightly modified this plan, in his very careful and able paper, read at the Elmira meeting of the National Association. As this is the best exposition of this theory we have seen, we quote the following sentences to show the train of thought: "The first lessons in a primary school should always be on the primary qualities of objects." "To prepare the pupil for the secondary school into which he will enter from the primary, his powers of observation must be trained." "With a knowledge of qualities and a language for expression and powers of observation somewhat trained, the pupil is prepared to enter upon the analysis of objects and phenomena, for the qualities and relations they actually possess. This study for qualities and relations is the peculiar work of the secondary schools." "To enable the mind to perceive, objects must be presented; to enable it to remember, these objects must be presented in such an order that thoughts of them will be associated," "In the secondary schools individual objects are analyzed for their qualities." "A knowledge of facts is obtained by the activity of the perceptive and conservative powers of mind. Scientific knowledge is obtained by the activity of the reflective power." "Its activity depends upon the previous activity of the perceptive power, by which a knowledge of facts is acquired, and upon the activity of the representative power, by which a knowledge of facts is preserved."

Now while it must be admitted that a fact must be presented to the mind before it is remembered, and must be remembered in order to be elaborated in thought, yet the time is but a moment, and to assume that either of the mental activities goes on for years or even for minutes before another commences, is a great mistake. This mistake would be a pernicious error, if it were not that nature is stronger than the schoolmaster. The truth is, that no knowledge can be acquired so as to be afterward used, unless all three of the mental powers are exerted. In order that a fact may be observed, a certain length of time is necessary. The soul can no more act in no time than the hand can move in no time. When a phenomenon is presented to the senses, if the mind does not dwell upon it for any length of time, then no knowledge of the phenomenon is acquired, no observation is in fact made. The mind must, as it were, hold it—more than that, it must cognize some quality, for this is the essence of perception. But the holding for even the shortest time is an intellectual act of memory, and the cognition of a quality is an act of judgment. To observe the simplest fact is a complex act of the soul, involving all these elements. That "every act of mind involves a judgment" is maintained by Sir William Hamilton through many pages of an able argument; and every text-book furnishes abundant authority that the intellect in action exerts always more than one faculty. The error seems to have arisen from not distinguishing mere presentation, which is an element, from observation which is a compound of several elements.

After all, this primary act of the mind is not a matter which need receive much attention from the teacher, for nature has been at work training the child to perceive, remember, compare, and reason, long before any human instructor can begin the intellectual education. In learning to talk, the child observes the vocal sounds for months, remembers, compares its own involuntary utterances with others, then reasons, then tries experiments, at length speaks a word. It goes on in the same way, it classifies, it gains a knowledge of rules of speech, and applies the rule to new cases. The child does all this unconsciously, but that he does it is proved every time he follows the rule where we make an exception, as, when he says, "two mans", or, "I eated my apple." Yet it is proposed to send him to school when he is three or four years older to learn to perceive, and then after two or three years to acquire the representative faculty, and after several years more to reason and draw conclusions!

Every child in learning to talk, has practically applied the inductive method, has repeatedly used the principles taught by Bacon and explicated by Mill,—has indeed exercised those same intellectual faculties which are exerted by the most profound philosophers of nature.

Is there then no law of intellectual development which it concerns the teacher to know? There certainly is, but it is not found in the subjective consideration of the powers of mind.

EDUCATIONAL INTELLIGENCE.

—— When notified that a subscriber has failed to receive any number of this journal due him, we always remail it.

—— In the late election of rector of the University of Glasgow, Ralph Waldo Emerson received 500 votes and Mr. Disraeli 700.

—— The number of persons between the ages of ten and twenty-one in Chicago, who can neither read nor write, is 780, instead of 187, as stated last month.

—— The new postage law requires all publishers to prepay postage on newspapers and magazines after January 1st, 1875. The price of the Teacher is too low for us to prepay postage, and so we have increased our subscription price to $1.60 for single subscriptions and $1.35 for clubs, the additional ten cents being for postage.

—— The editor is indebted to President Tappan, of Kenyon College, for the preparation of the editorials on pages 22 to 26 inclusive. He is so far restored as to enable him to give some attention to the editing of this number. and he hopes soon to be able to resume his duties.

—— The editorial in our last number on "Compulsory Education" does not present our views on the question involved. Rev. Dr. Moore is one of the soundest and most intelligent "schoolmen" in the country, and it is very seldom that we have occasion to differ with him on educational questions. In this case, we can indorse his position with a qualification, which we shall hereafter make.

—— Supt. Wardner, of Jefferson City, Mo., has sent us a very ingeniously arranged course of study for the public schools. By the use of letters and figures to indicate the progress to be made in each grade, the course is presented in a tabular form.

—— The graduates of Yale College now number 8,464, of whom 4,618 are dead. The oldest graduate is Mr. Jamea A. Van Henvel, who graduated in 1804. Among his classmates was John C. Calhoun, of South Carolina.

—— The report of the Commissioner of Education shows that the United States supports 210 higher institutions of learning for women, 107 of which rank as colleges, and that 24,613 students avail themselves of their benefits.

—— President Porter, of Yale College, rightly considers that the only way to raise the standard of our collegiate education is to reform the preparatory schools. We are glad to see that college men are at last considering this great defect in our system of education—the want of good preparatory schools.

—— The School Board of Keokuk having refused to admit a colored applicant to the high school, a judge of the Circuit Court has decided that the youth is entitled to a writ of mandamus commanding the board to admit him to all the privileges and benefits enjoyed by other scholars possessing the same qualifications.—*Ex.*

—— An exchange states that Madame Jenny Lind Goldschmidt and husband have accepted the leading professorship of the Rheinish Academy of Music, at Weis Baden; and that the famous University of Jena will probably be compelled to discharge its professors and close its doors from want of funds.

Supt. Lukens, of Portsmouth, O., has conducted a Saturday school for his teachers since November, 1872. It is attended by more than half his teachers, though the attendance is voluntary. The school has created an educational impulse that has reached all the teachers and all the pupils. The work in the schools has been transformed. The teachers and pupils feel that their work can compare with any in the state.

—— Dr. James J. Putnam, of Boston, is investigating, in behalf of the Health Department of the Social Science Association, the subject of physical exercise in schools, especially in schools for girls, and he desires to learn what is being done and how the subject is looked upon in this country. The communication of any facts or suggestions bearing on the matter, will oblige him.

—— The proposition to consolidate Baldwin University and the Ohio Wesleyan University by merging the former in the latter, has created great excitement and much ill feeling in Berea. The citizens have shown intense opposition to the measure. At a late meeting of the board of trustees of Baldwin University the proposition was rejected, which ends the matter for the present.

—— The *Normal School Visitor* is the title of an eight-page educational monthly, to be published by J. Fraise Richard, of the Northwestern Normal School. The first number will be issued Jan. 1st, 1875. The subscription price is $1.00. Mr. Richard reports that the Northwestern Normal School is in a more flourishing condition than ever before, the change of location being profitable in every respect.

—— Ezra Cornell, the founder of Cornell University, died on the 9th of Dec., 1874. His health has been impaired by the pressure of public cares and duties. His donations to Cornell amount to over $600,000.—— Rev. Dr. E. O. Haven has been inaugurated as Chancellor of the Syracuse University. This is, we believe, the third time that Dr. Haven has had the opportunity of delivering an inaugural address on a similar occasion. His Syracuse address contains many important truths.

—— The Associated Press dispatches of Nov. 21st, announced that the board of education of Rochester, N. Y., had voted to close the public schools the 30th of Nov., owing to a want of funds. The common

council claimed that the board had exhausted all the funds that can be legally voted the present year. We hope to hear that this financial obstacle has been removed, and that the excellent schools of Rochester are not closed.

—— THE total income of the University of Oxford, England, including its colleges and halls, for the year 1871, was 413,842 pounds sterling. The income of Cambridge was 340,562 pounds. Of these totals, less than one fifth was received for room-rents, dues, and fees of members, over 81 per cent being revenue from property. Oxford has a landed estate of 192,447 acres, and Cambridge, 127,271 acres. At Cambridge, in the Michælmas Term, 1874, there were 2,454 resident students.

—— MR. HENKLE writes us that the first number of "*Educational Notes and Queries*" will be issued about the first of January. It is not designed to take the place of existing school journals, but to supplement them. The notes and queries will cover a wide field, including mathematics, language, history, physical science, etc. The periodical will contain sixteen pages octavo, exclusive of advertisements, and will be issued monthly, except in July and August, at $1.00 a year. If Mr. Henkle can not make such an enterprise a success, no one can.

—— A KENTUCKY subscriber wishes to know whether a primary speller that presents derivations in immediate connection with their primitives, is not preferable to those now in general use. He says that he has not been able to obtain such a speller, and, if one is published, he would like to be referred to it. Can any of our enterprising publishers send us a speller as above described? Our correspondent adds, "Will some experienced teacher give us a brief discussion of the plan of teaching derivatives in connection with their primitives?"

—— WE learn from the *Sandusky* (O.) *Register* that Supt. Curran is successfully carrying on a system of training teachers for the public schools. It states that he selects five young ladies from the graduating class of the high school and places them over one of the lower grades under the supervision of an experienced teacher, who corrects any errors in teaching that may occur during their tutorage. They also undergo a thorough disciplinarian process, recitations, etc. The examinations show that this training school has been most successful in general results.

—— A SUBSCRIBER wishes us to give a list of magazines and papers, suitable for little children from seven to nine years of age. He states that he has attempted to give variety to the reading lessons in this way, but has been frequently disappointed by finding that what he sends for is beyond their ability to comprehend. We know of no magazines adapted to children of this age, except the *Nursery* and the *Youth's Companion*, the former being, we judge, too juvenile for most children of this age. If our subscribers will name other magazines or papers, we will gladly publish the list.

—— THE new college for women at Wellesley, Mass., built by Mr. and Mrs. Durant at an expense of about a million dollars, will be completed and open for students in the fall of 1875. All of the officers and instructors must be women. All students will be required to do domestic work a portion of the time. The yearly expense will be $250.——Ex-Mayor T. M. Allen, of Hartford, has offered to give that city $100,000, for the establishment of a free industrial school for boys and girls.——In San Francisco the teachers of the lower grades of school are compelled to study chemistry, if they can not pass the requisite examination. E. H. C.

—— THE State Board of Education of Indiana has issued a circular informing the public school teachers of the state that an educational department will be opened at the next State Exposition for the exhibition of specimens of drawing, penmanship, and examination papers.—— Miss Sarah B. Morrison has been elected tutor in the Indiana State University—an exchange says the students refuse to recite to her.——The boys from the Central High School of New Orleans recently visited in a body the Girls' High School, and compelled the removal of several colored pupils, threatening force if necessary! It is believed that the board of education will establish a separate school. E. H. C.

—— THE Supreme Court of Indiana has decided that colored children have not the right to attend the public schools with white children, and we learn that colored children are being excluded from the public schools in many localities. In most instances no separate school is provided for them, and their exclusion is a denial of all advantages afforded by the public-school system. This is gross injustice. Colored youth are as much entitled to the advantages of public education as white youth, and either separate schools should be provided for them, or they should be admitted to the public schools attended by white youth.

—— THE proposition to increase the clerical force of the National Bureau of Education was recently voted down in the House of Representatives. The measure was recommended by the committee on education, and earnestly advocated by Messrs. Monroe and Garfield, of Ohio, and Mr. Townsend, but the opposition of Messrs. S. S. Cox, of New York, and Frye, of Vermont, defeated the appropriation. Mr. Cox announced that the next Congress would abolish all bureaus having no warrant in the Constitution. We fear that the Bureau of Education will be seriously crippled, if not abolished, by the next Congress, and all its friends should begin the effort to avert such a calamity to the cause of public education.

—— THE *New England Journal of Education* is the title of a new educational journal, to be published at Boston under the auspices of the American Institute of Instruction, and the Teachers' Associations of the several New England States. Hon. T. W. Bicknell resigns his position as Commissioner of Public Schools of Rhode Island, to assume its editorial management, and Chas. C. Chatfield, of New Haven, Ct., removes

to Boston to take charge of the publishing. The *Journal of Education* will be issued weekly, each number containing twenty pages, of the size of the *Christian Union*, at the subscription price of $3.00 per year, including postage. The first number will be issued Jan. 1st. The *Massachusetts Teacher*, *Connecticut School Journal*, *Rhode Island Schoolmaster*, and *The Coltege Courant* are all to be merged in the new journal.

—— We recently received a very pleasant call from Hon. S. M. Etter, who is to enter on the duties of the office of State Superintendent of Public Instruction of Illinois the first of January. Mr. Etter received his early education in Ohio, at Twinsburg Academy, and the Massillon High School, then conducted by the lamented Lorin Andrews, and he subsequently left Kalamazoo College, Mich., to take charge of the Union School of Perrysburg, Ohio. In 1855 he removed to Illinois, where he has filled various important educational positions, reaching at last the highest elective educational office of the state. He succeeds, all things considered, the ablest State Superintendent in the country. Dr. Bateman's six biennial reports are the most comprehensive and masterly school documents issued by any school officer since Horace Mann issued his incomparable reports as Secretary of the Board of Education of Massachusetts.

—— Prof. Robert Kidd has just completed a course of instruction in elocution in the U. P. Theological Seminary at Allegheny City, Pa. The Pittsburgh papers speak very highly of his elocutionary entertainment, given Dec. 10th in the U. P. Church on Seventh Avenue.——W. F. Gorrell, late superintendent of Christian county, Ill., has charge of the public schools of Farmer City, Ill. Mr. G. was formerly a teacher in Muskingum county, Ohio.——Clinton College, located at Clinton, Ky., was opened for students in September last, and is now in progress. It gives special attention to normal instruction. President Wells was formerly superintendent of the schools of Lebanon, O.——Geo. T. McCord, Principal of Curry Normal Institute, may be engaged for institute work by addressing him at Nos. 2 and 4 Sixth Street, Pittsburgh, Pa. Mr. McCord's qualifications as a normal instructor and his excellent reputation as a lecturer and institute worker promise practical work for teachers.

New York.—At the December reception of the Teachers' Association of New York City, held on December 19th, Mr. Whitelaw Reid made a stirring and able speech against the proposed reduction of teachers' salaries. Before the close of the meeting, Mayor Vance announced that he was hopeful of a speedy agreement between the Board and the teachers which would be satisfactory.——The whole number of pupils enrolled in New York City is 109,023. The average attendance for October was 100,676. E. H. C.

Kentucky.—*Mr. Editor:* In a communication, several months ago, you asked me to give a report of the condition of our Covington schools. It affords me much gratification to state that our schools have made great advancement in the last few years, and there is nothing that our city now prides herself more in than her common-school system. A few

years ago, only the poorer classes received the benefits of its instruction; the system has been so improved and the fruits of the schools made so manifest in our community, that they are now patronized alike by the rich and poor. You may have some idea of the estimation in which our schools are held, when I state that there is but one select school in the city. The prejudice formerly existing has died away, and the schools are now receiving that assistance necessary for the perfection of the system. The character of the course of study has been improved fifty per cent within the last year,—due principally to the active exertions of the principals and teachers, assisted by the committee on organization appointed by the School Board. It is believed that no city of equal size can boast of superior school buildings, the aggregate cost reaching near $200,000. Our High School building, erected in 1873, cost about $80,000. It is a beautiful structure, and is well furnished. We have a chemical apparatus which cost about $1,500. About three thousand five hundred pupils were enrolled last year, taught by fifty-four teachers.

To give you some idea of the working of the schools, we would be glad to have a visit from you. We have a teachers' meeting the second Friday afternoon of every month, and would be glad to have you attend it at any time and give us some of your experience. Your NATIONAL TEACHER meets with great favor among our teachers. I think it the best school periodical I have ever read.

With respect I remain,

Yours, BENJ. D. BEST.

INDIANA.—We are indebted to Mr. Walter S. Smith, superintendent of Marion county, Ind., for a manual of the public schools of the county and two of his official circulars. The manual contains the rules adopted by the county board of education for the government of the township schools, and a prescribed course of instruction, covering a period of eight years. We are pleased to learn that the experiment of a uniform course of study was so successful last year that the present course is fully sanctioned and indorsed by all the school trustees of the county. This is progress in the right direction. We are glad to be able to record the fact that, while the great majority of country teachers are doubting the feasibility of a course of study in ungraded schools, the question is being practically settled, not only by a few townships, here and there, but by counties, and at least by one state—California. The great need of our country schools is the adoption of a course of study with adequate supervision. Supt. Smith has cause to be proud of the results already attained, and we hope that his plans may be completely successful. His circulars show that he understands his business.

MINNESOTA.—The *Christian Apologist*, Cincinnati, O., contains a brief account of a visit by Rev. Dr. Nast to the Minnesota State Normal School at Winona. Dr. Nast is a graduate of Heidelberg University, Germany, and a distinguished editor and author. He was greatly pleased with the school and says that, though he has witnessed recitations in many schools, he was never so well satisfied as in this institu-

tion. He calls it a truly model school. We learn from his account that the school was organized in 1854 with 32 pupils and one teacher. Last year it had 250 pupils and 11 teachers. The building cost $140,000, and it makes a very imposing appearance. The rooms are well arranged and the building seems to be in every respect well adapted to its purpose. The school is in charge of Prof. Wm. F. Phelps, a veteran among the normal teachers of the country.

PENNSYLVANIA.—The board of education of Pittsburgh has adopted a system of preliminary examinations for admission to the Central High School. The examination in philosophy, penmanship, and the theory of drawing will be held March 26th, and in the other preliminary studies at such times as the superintendent may select. The final examination in orthography, arithmetic, geography, grammar, history, and algebra will be held in June.——Supt. Luckey's report for the month of November gives an enrollment of 16,817 and average daily attendance of 14,225. The enrollment iu the Central High School was 436. The number enrolled in the evening schools was 1,583, and 122 were enrolled in the evening mechanical schools. A free drawing school for teachers is held every Saturday forenoon from 9 to 12 o'clock.

——WE made last month a brief reference to the teachers' institute, held in Bucks county, Pa., the third week of November. We have since received a copy of the *Bucks County Intelligencer*, with twelve and a half of its long columns filled with a very readable and intelligent report of the proceedings. We learn from this report that the day sessions were spent in the consideration of practical topics. The principal instructors were Prof. F. A. Allen, Miss Maria L. Sanford, of Swarthmore College, and Supt. Fisher of Bradford county. Miss Anna Clark, formerly a teacher in the Cleveland schools, gave several lessons, one on the teaching of primary reading and another on the teaching of drawing, in which she gave the results of her experience and observations in the Cleveland schools. We learn that she made a favorable impression. Addresses were delivered by Prof. Geo. L. Maris, of the Westchester Normal School, Prof. Montgomery, of the Millersville Normal School, Prof. Horne, of the Kutztown Normal School, Prof. Sanborn Tenney, of Mass., and Supt. Bruner, of Berks county. These addresses related to every-day school work and management, and were to the point. Evening lectures were delivered by Dr. Isaac L. Hayes, Henry Armitt Brown, Gen. N. P. Banks, Rev. Mr. Coleman, and Rev. A. A. Willits. All the teachers of the county, with very few exceptions, were present. Supt. Eastburn is to be congratulated on the success of his sixth annual institute.——The board of education of Allegheny City recently adopted a resolution providing that "mensuration, geometry, chemistry, geology, bookkeeping, and higher natural philosophy shall be taught in the respective divisions of the High School [the upper grade of the ward schools], but only to such pupils as shall desire to study them." The sensible and economic thing for the board to do is to establish a central high school, thus consolidating the fragments of classes now pursuing the higher branches in the ward schools. The Allegheny board has also

instructed principals and teachers to promote pupils from lower to higher grades at any time when they are far enough advanced in their studies to admit of such promotion. How often will this condition be met if there is a year's interval between the successive classes?

OHIO.—Hon. C. S. Smart will take the oath of office as State Commissioner of Common Schools on the 11th of January. We learn that Mr. J. H. Brenneman, for many years principal of the Chillicothe High School and president of the Board of Superintendence, has been appointed chief clerk in the office—an excellent selection. Commissioner Harvey is busy closing up his official work. He retires from an office which he has both magnified and honored.

——PROF. JNO. C. RIDGE, of Cincinnati, has been giving instruction in elocution and reading in teachers' institutes, with excellent success. His evening entertainments are highly praised by the press.——Mr. M. H. Lewis, of the Ohio Central Normal School, has been unanimously elected superintendent of the public schools of Circleville, *vice* Hon. C. S. Smart, School Commissioner elect. We learn that Mr. Lewis has accepted the position.

N. E. OHIO TEACHERS' ASSOCIATION.—The North Eastern Ohio Teachers' Association held its regular quarterly meeting Saturday forenoon at the Central High School, President T. W. Harvey being in the chair. Supt. U. T. Curran, of Sandusky, read a paper devoted to the discussion of the question: "Do the methods and the lessons generally used in teaching children to read tend to cultivate a taste for good literature?"

Supt. I. M. Clemens, of Wooster, said that it was a fact, that in the schools of that town the boys do not read as well as the girls, and the same was true of many other schools. The girls read ten times as much out of school as the boys, and as that reading was better than was afforded by the best text-books, they very naturally excelled the boys. Mr. Clemens said that he was hardly prepared to depart so far from the beaten track as to advocate dispensing with the readers. Supt. Campbell, of Niles, said that he had found in the examination of teachers that in their childhood very few of them had read understandingly.

The question, "When do the children prefer the sensational style of reading?" was asked by Mrs. Rickoff, who said that the answer might aid in the correction of the fault. Mr. Clemens thought that the taste was strongest for the dime novel style of reading when the pupils were n their fifth or sixth years. Mr. Williams, of the High School, thought that the sensational style of reading matter appealed most strongly to the boys because of the spirit of adventure it contained and with which they sympathized.

Supt. Spaulding, of Painesville, argued very strongly in favor of the cultivation of a taste for good literature in the high schools and the advanced classes of the grammar schools. The effect of such reading would be to elevate the taste of the pupil, though the benefit derived might not be shown immediately in its full strength.

"Body and Mind", was the subject of a paper read by Prof. L. Firestone, of Wooster. The gentleman treated this topic very thoroughly

and from a scientific point of view, arguing with much effect against sending children to school before they are seven or eight years of age. Statistics were read which showed that the per centage of children dying from cerebro spinal disease, was much larger among those sent to school between the ages of four and eight years than among those not sent until after they had arrived at the last mentioned age. The address was a very able one, and is to come up for discussion at the next meeting of the Association.

Miss Sarah R. Marshall, of Cleveland, read a paper on Elocution, in which she favored individual drill rather than of the class.

Supt. I. M. Clemens, of Wooster, was elected president [Miss H. L. Keeler, of Cleveland, vice-president; C. L. Hotze, of Cleveland, secretary; S. Findley, of Akron, treasurer; and H. M. Parker, of Elyria, E. F. Moulton, of Oberlin, and G. T. McCalmont, of Madison, executive committee], and Mr. Harvey retiring from that office was tendered very hearty thanks for the manner in which he had discharged his duties.—*Cleveland Herald.*

—— On the Friday evening preceding the late session of the N. E. O. Teachers' Association, a meeting of about thirty superintendents, principals, and high-school teachers, was held in Supt. Rickoff's office. The time was occupied in discussing, in an informal way, several questions pertaining to high-school work, including the question, "What should be done with pupils who fail in one study (as algebra), but succeed well in all others?" No definite conclusion was reached, but the weight of sentiment seemed to be in favor of permitting such pupils to take up a part of the studies of a higher grade, with a review of the study in which they had failed.

Oberlin.—The new school building was dedicated in November with appropriate exercises and in the presence of a crowded audience. Addresses were made by President Fairchild, Rev. Mr. Brand, Hon. James Monroe, Supt. Moulton, and others. At the close of the exercises, the audience visited the several parts of the building, and all were satisfied that the praise bestowed by the speakers was well merited. A correspondent of the *Cleveland Herald* says: "The house is a three-story brick, built in the most elegant style. It contains eleven rooms, each of which is ornamented with fine engravings, furnished by its respective schools. The high walls and general air of roominess presents a marked contrast to the poor accommodations and cramped space of the old house Altogether the building is of exceptional excellence, and the appearance from without and within is entirely satisfactory. It was erected at the very low cost of $37,000. A gentleman from Chicago remarked that for a house of no better accommodations, his city had expended $120,000. This building possesses all the conveniences possible in such an enterprise, and will provide an excellent home for the schools for a long time to come. It rivals in appearance Council Hall, which has been thought the finest specimen of architecture." With this fine school building, an able and efficient superintendent, and an excellent corps of teachers, the schools of Oberlin will increase their present high standing.

BOOK NOTICES.

HOOKER'S NEW PHYSIOLOGY. Designed as a Text-Book for Institutions of Learning. By WORTHINGTON HOOKER, M.D., Professor of the Theory and Practice of Medicine in Yale College. Revised by J. A. SEWALL, M.D., Professor of Natural Sciences in Illinois State Normal University. New York: Sheldon & Co.

This is an old friend in a new dress. Several years ago we used it as a text-book, and preferred it to any other physiology in use. It has been revised and improved by Doctor Sewall, and presents new claims to popular approval. It is a thoroughly scientific work,—Doctor Hooker's standing as an eminent professor in the Medical School of Yale College necessitates this,—but it has none of the dryness and dullness of technical science which characterize so many text-books on physiology. The work is pleasant and attractive, and students are delighted with it. The topics are well selected, and are discussed in a remarkably clear and easy way. The student is borne along on the current of the wonderful "story of Man", not once dreaming that the study is a task. The power to make scientific subjects attractive is the rarest of gifts. Dr. Hooker has this gift in a very large measure. The indirect effect of the book in creating an interest in nature and in forming habits of observation is one of its peculiar advantages. That Dr. Hooker is fully aware of the needs of the age is quite evident from the following paragraph in his preface:

"The child should be made at home, in the school, and every where a naturalist in the largest sense of that word. We should aim to impart to him a spirit in consonance with the following precept of Hugh Miller, the famous self-taught geologist, 'Learn to make a right use of your eyes; the commonest things are worth looking at—even stones and weeds and the most familiar animals.' As it is now, no one becomes a naturalist early in life, except in spite of the tendencies of his education. The study of Nature is not only not encouraged, but is absolutely discouraged in our educational system. If any one like Hugh Miller, by the force of a taste that can not be repressed by the training of the school-room, undertakes to make 'a right use of his eyes', and curiously examines stones and weeds, he is regarded by the world of spellers and readers, and grammarians and cipherers, as a strange genius."

The chapter on Hygiene and the four concluding chapters, viz., on the Connection between Mind and Body; the Differences between Man and the Inferior Animals; Varieties of the Human Race, and Life and Death, are all instructive and valuable. The work as a whole is the best text-book for schools yet published. Almost every other school physiology must be supplemented by a good teacher from whom the interest in the study must be derived, and it sometimes requires a very good teacher to vivify the dry bones of many school books on anatomy and physiology. This work has an inherent power of interesting the scholar, and a poor teacher, be he never so poor, can not make the study a failure. This is the very highest test of a text-book—Can it carry along the pupil in spite of a worthless teacher? In this respect Hooker's Physiology is unequaled. Fortunately, however, in most cases, the teacher is interested and stimulated as well as the pupil. E. B. A.

SCIENCE PRIMERS. Edited by Professors HUXLEY, ROSCOE, BALFOUR STEWART. V. *Geology.* By Prof. A. GEIKIE. VI. *Physioloyy.* By M. FOSTER. New York: D. Appleton & Co. Geo. H. Twiss, Agent, Columbus, O.

The first of these by Prof. Geikie, of Edinburgh, gives a boy or girl a pleasant little start on the way of geological exploration. It shows in a simple and easy way what are sedimentary, organic, and igneous rocks, and how the crust of the earth has been changed by rising and sinking. It is very interesting, and if we knew the exact stage of boyhood or girlhood for which it was designed, we might say that it was admirable in its adaptation. It stikes us as a trifle too hard for children, and yet too prolix and over-illustrated for the average boys and girls in our better class of schools. Those who can fully understand all the author says of the rocks, is able to receive and digest much more, and is entitled to more, and consequently the book outgrows the primer form and limits. It may, however, be just the thing for Scotch boys and girls. We like it very much notwithstanding, and would like to see it tried by our teachers. We know of nothing of the kind so good. Boys and girls at home might read it with no little profit and pleasure. It is beautifully printed and bound.

The Physiology by M. Foster is also excellent. It is a little more technical and difficult than the Geology, but it is an admirable introduction to the study of the more important parts of the human body and of their vital functions. E. B. A.

THE ELEMENTS OF PHYSICS. A Text-Book for Academies and Common Schools. By SIDNEY A. NORTON, A.M., Author of "Natural Philosophy". Cincinnati and New York: Wilson, Hinkle & Co.

It is too common that our text-books on physics and chemistry are far in the rear of the general advance of those sciences; but no complaints on this score can be made of this little book on physics. It is fully up in all its branches to the most recent investigations, showing that the author has been eminently successful in his endeavor to keep pace with scientific progress, both in this country and in Europe. We have spoken of it as a *little book* with some hesitation, for so judicious are the selection and arrangement of its matter, and so succinct and clear its statements, that it is not excelled in amount of information by many far more imposing volumes. A work on physics intended for educational purposes should, first, lead the pupil from his observations of the phenomena of nature, including those constantly happening before his eyes and those brought about by experiment, to the complete mastery of general laws; secondly, it should enable him from those general laws to infer other phenomena not yet witnessed by him; and, thirdly, it should induce in him such caution that he will not be satisfied until he has fully verified his inferences by a further appeal to nature, either through ordinary observation or through experiment. Judged by this ideal of a text-book, the work before us is fully up to, if it does not surpass. works of a like character that have preceded it. Other features of the book worthy of notice, are the recapitulation of each subject, thus enabling the pupil to get the frame-work of the subject firmly fixed in the mind;

the problems introduced, thoroughly testing his knowledge of general laws, and aiding the work of assimilation in the mind of the pupil; and the excellent figures given in every chapter for proof or illustration.

In the short time we have been able to spend in looking over the book, we have not sought for blemishes. We might, however, suggest a few. It would seem that the subject of Art. 141 should precede that of Art. 138, since the latter can easily be deduced from the former. It may be doubted whether the proof given in Art. 176 (4) *is* a valid one for the elasticity of the air. It also occurred to us that the relation of the elastic force of the air to its weight, or of ordinary pressure, was not sufficiently brought out to lead to an easy comprehension of all the experiments in pneumatics. These are but minor blemishes, however, when compared with the great merits of the book itself, and we take pleasure in recommending it to every teacher as worthy of a place in his library, whether he uses it in his school or not. J. B.

ENGLISH GRAMMAR: An Advanced Course of Lessons in Language. By MARY V. LEE and HIRAM HADLEY. Chicago: Hadley Brothers.

This work is a wide departure from the ordinary systems of English grammar. It begins where all human knowledge begins, with the external object. The first direction in the first lesson, requires the child to fix his mind upon some object; the second requires him to produce a thought. He must then give expression to this thought in words, both spoken and written,—thus the notion of a thought and of a sentence is developed. Then follows the definition, which, for the most part, is clear and correct. Throughout the work, the development method is pursued. Many subjects are taught by a series of questions, to none of which are direct answers given. These have been carefully prepared, and the answering of them will compel original thought, and lead to intelligent results. It will be found useful, not so much as a reference book on technical grammar, as a practical treatise for giving instruction in the use of language.

Throughout the work there is little to criticise. It professes to be an advanced course of lessons in language, and as such it may be said that, in a few instances, there has been too studied an effort at simplicity in definition. A definition is a permanent thing, and should be expressed in the best and most concise language. This is especially true in an advanced course. The authors, if writing for scholars, and not for children, would, doubtless, have chosen different words to define a sentence, and so of many other definitions. The definitions for the most part are given in a direct and not in an inverted order, and, in general, we are told what a thing *is*, and not what it *is called*, or what it *does*. We do not agree with the authors in their definition of predicate, nor in the use of the phrase "attribute of the predicate", nor that the predicate adjective is placed in equal rank with the copula. On page 177 we are told that there are three tenses, and on page 178 it is said that there are three perfect tenses. Would it not be better to say at once, that there are six tenses? We can see no especial advantage to be gained in sub-

stituting the word "connector" for the received technical term *connective.* The definition of voice is good, and the use of the phrase, neuter voice, is convenient and perhaps unobjectionable. In the definition of active voice, page 194, there is evidently a typographical error.

It may be said of this book that it stands preëminent among works of this kind, in being thoughout entirely consistent with itself. Nowhere do we find the *word* confounded with the *idea.* The mechanical execution of the work is very fine. In short, it is a good book. G. S. O.

OUTLINES OF ASTRONOMY. By ARTHUR SEARLE, A.M. Boston: Ginn Brothers. 1874.

The writer received this work in the midst of a most busy season. He picked it up in a hurry, and read it for several hours before putting it down. It is a most interesting and valuable work, and should be in the library of every teacher of astronomy or mathematical geography. Its use in the classroom as a text-book will be an experiment, and, in many cases, one well worth the making. The author has taken one or two departures, the expediency of which is doubtful. Although furnished with a number of very excellent plates—most of which are from the astronomical engravings made by the Harvard Observatory—the author has purposely failed in nearly all cases to supplement the text with "cuts", such as adorn in considerable profusion the pages of most text-books on astronomy. The elucidations are most excellently made, however, and, in the hands of an able teacher, the omission will not be fatal, and may, on the whole, be decidedly beneficial. The best and most modern methods of research are described in clear language, and their results are fairly stated. The work does not draw largely on the mathematical resources of the student, an attempt being made to render in "plain English" many things generally expressed by the aid of mathematical formulæ. The work in this direction has now and then been a little overdone; for instance, in the introduction into a somewhat abstruse demonstration of Kepler's laws of an explanation of the method of dividing one fraction by another! This doubtless arises from the desire on the part of the author, that his book should accommodate itself to a wide range of readers. However much one may be in doubt as to the proper place in a scheme of instruction for the book, it is almost certain that he will pronounce upon it the verdict that "it is a good book anyhow"—and as such the writer takes great pleasure in commending it to those who desire to keep pace with the rapid advancement in this and other sciences. T. C. M.

NEW BOOKS RECEIVED.

GOOD SELECTIONS. No. II. Select Reading, Serious and Humorous. By J. E. Frobisher. New York: J. W. Schermerhorn & Co. Price in cloth, 75 cents.

THE ECLECTIC HISTORICAL ATLAS. A Hand-Book for Students and General Readers. Cincinnati and New York: Wilson, Hinkle & Co. Price, $1.50.

PLANE AND SPHERICAL TRIGONOMETRY. By C. F. R. Bellows, C.E. New York: Sheldon & Co.

THE FRANKLIN SIXTH READER AND SPEAKER. By George S. Hillard and Homer B. Sprague. Boston: Brewer & Tileston.

THE INDEPENDENT YOUTH'S SPELLER. Printed in Imitation of Writing. By J. Madison Watson. New York and Chicago: A. S. Barnes & Co. Price, 50 cents.

COLE'S SELF-REPORTING CLASS BOOK. For Public and Private Schools. By J. R. Cole. New York and Chicago: A. S. Barnes & Co. Price, 50 cts.

VITAL MAGNETISM; An Answer to Dr. Brown-Sequard's Lectures on Nerve Force. By E. D. Babbitt, D.M. New York: E. D. Babbitt. Price, 25 cents.

HAWORTH'S SYSTEM OF PENMANSHIP. Primary Work and Intermediate Work; and Manual of Penmanship. Adapted to the Haworth Copy-Slip System. By Miss M. Haworth. Cincinnati: Robert Clarke & Co.

BOOKKEEPING AT ONE VIEW. For Accountants, Students, and Teachers of Bookkeeping. By C. E. Pond, Ann Arbor, Mich. Price, 50 cents.

SCHOOL REPORTS.

Fourth Annual Report of the Public Schools of Virginia. W. H. Ruffner, Supt.

Common School Report of Kentucky. 1873-4. H. A. M. Henderson, Supt.

Twenty-eighth Annual Report of the Public Schools of New Hampshire. J. W. Simonds, Supt.

Report of the Public Schools of Oswego, N. Y. V. C. Douglass, Sec'y.

Report of the Public Schools of Wilmington, Del. 1873-4. David W. Harlan, Supt.

Annual Report of the Public Schools of Zanesville, O. A. T. Wiles, Supt.

Third Annual Report of the Public Schools of Atlanta, Ga. B. Mallon, Supt.

PAMPHLETS AND CATALOGUES.

Advanced Education. By Andrew D. White, President of Cornell University.

Circulars of Information of the Bureau of Education. No. III. John Eaton, Jr., Commissioner.

Catalogue of Oberlin College, Oberlin, O. 1874-5. Rev. James H. Fairchild, President.

Catalogue of Western Reserve College, Hudson, O. 1874-5. Rev. Carroll Cutler, D.D., President,

Annual Report of the University of Michigan. James B. Angell, Prest.

Catalogue of Tufts College, Boston, Mass. 1874-5. Alonzo A. Miner, D.D., President.

Catalogue of Whittier College, Salem, Iowa. D. Sands Wright, A.M., Principal.

Catalogue of Marietta College, Marietta, O. 1874-75. I. W. Andrews, D.D., President.

OHIO CENTRAL NORMAL SCHOOL.—This Institution, hitherto so eminent in its services for the profession, will not abate any of its zeal or usefulness on account of the withdrawal of Prof. Lewis to take the supervision of the schools of Circleville. On the contrary, it proposes to maintain its well-earned reputation under the direction of Prof John Ogden, who has been connected with it from the first, and who has had a long experience in normal school work. He will be assisted by a corps of competent teachers.

The Winter term begins Jan. 5th, 1875; the Spring term, March 30th. Boarding, $2.00 to $2.50 a week. Students admitted at any time. For further information, address the Principal:

JOHN OGDEN, WORTHINGTON, O.

THE

NATIONAL TEACHER:

A MONTHLY EDUCATIONAL JOURNAL.

Vol. V. FEBRUARY, 1875. No. 2.

CONFUCIUS.

Every process of teaching is suggested by some theory of human nature, consciously or unconsciously held by the teacher. Every system of education is an exponent of its author's philosophy of man. He who holds that the human faculties are essentially noble and capable of infinite improvement, will conceive profound and liberal schemes of culture; but he whose estimate of man's worth and capacity is mean, will devise correspondingly mean plans of training, from which he will neither obtain nor expect great results.

There is no such thing as an entirely uneducated people. The most primitive varieties of the human species have their notions of nature and existence, and make some effort to conform their lives to an ideal standard. The effort—even the desire—to become something that they think superior to what they are, is a step in education. Every influence exerted upon a person, from within or without, to cause him to act with the definite purpose of increasing his powers, is educational. The Indians have in mind a vivid picture of the true brave, and their young men are drilled to meet the severe exactions of the conception.

If we could range, in a line of historic vision running from the far past to the near present, the educational theories of representative men in various nations, many vain speculations would be abandoned, and much wrong practice might be rectified. These theories, set forth in their relations to one another,

would constitute the most valuable part of educational history, by showing what has been thought, and indicating what has been tried, in the direction of culture and development. The views of the ancients on the educability of man are very instructive. What *was* helps to explain what *is*. The roots of the present lie buried deep in the past. No person is more likely to be "behind the times" than he who is ignorant of the great ideas and achievemnts of antiquity.

The industry of numerous investigators is gathering material upon which to base sound conclusions respecting the primitive condition of man, and the beginnings of civilization. Bold hypotheses on the origin of species have pushed that question as far back as inquiry can go. How and when man originated, science has not determined, but there is a general agreement among learned men, that the place of man's origin is Asia, as Moses declares it to be. The Orient is the stage upon which the childhood of humanity exhibited its first demonstrations of power and purpose,—or, shall we say, of weakness and wavering?

We do not know in what precise locality human society first existed, or what was the first nation that played its part in the world's history. Hundreds and thousands of races and tribes may have made their entrance and exit prior to the time of those faintly revealed to us in the glimmering light of tradition. There is no doubt, however, as to which is the most ancient of *existing* nations. China is by far the oldest. Authentic records testify the existence of Chinese civilization nearly three thousand years ago. We have no reliable account of the beginnings of this nation. Far as her annals recede

"In the dark backward and abysm of time",

China first comes into the range of study a somewhat enlightened country. The condition in which we find her when she first appears in history, justifies the presumption that she had been growing for centuries before. She possessed social and political institutions, science, art, and literature long ere Europe emerged from barbarism.

The word *isolating*, which philologists use to describe languages like the Chinese, may be aptly used also to describe the Chinese character. Until recently, it has been the policy of the Chinese to keep aloof from the rest of mankind. The great wall is typical of this isolating tendency, and of another thing peculiarly precious to its builders—*durability*. The Chinese are

the most industrious of people, and yet the nation has made but little progress for thousands of years. What Taine says of the scholars of the fourteenth century, may be applied to the Chinese: "They seem to be marching, but are merely marking time." They do not get on, yet their energy is not lost. It is expended in turning the endless chain of a gigantic tread-mill. There are five hundred millions of them, and each keeps his place and does his prescribed duty. Government, institutions, families, individuals, are fitted like watch-work, into the respective places appropriated to them by inexorable law and usage. The myth that the world was cut and fashioned by Pwanka, the first man, with a chisel and mallet, symbolizes Chinese philosophy and enterprise.*

Five classes of duties are recognized by the Chinese as of universal obligation: those between sovereign and minister, between father and son, between husband and wife, between elder brother and younger, and between one friend and another. There are, also, three virtues considered binding upon all: knowledge, magnanimity, and energy. To define and enforce these duties and virtues, is the object of a great part of Chinese literature, especially of the so-called sacred Five Classics, and Four Books. Chinese real life exhibits the approximate maintenance of these relations, as explained by the scholars and enforced by the Emperor. The duties and virtues enjoined are acquired by imitation, and practiced in a manner rather perfunctory than conscientious. As a necessary result of this system of external restraints and mechanical habits, the Chinese remain as they have been for ages. Tylor in his "Primitive Culture"† asserts as a general fact that inferior grades of civilization are marked by strong conservatism. He says:

"The savage is firmly, obstinately conservative. No man appeals with more unhesitating confidence to the great precedent-makers of the past; the wisdom of his ancestors can control against the most obvious evidence of his own opinions and actions. We listen with pity to the rude Indian as he maintains against civilized science and experience the authority of his rude forefathers. We smile at the Chinese appealing against modern innovation to the golden precepts of Confucius, who in his time looked back with the same prostrate reverence to sages still more ancient, counseling his disciples to follow the seasons of Hea, to ride in the carriage of Yin, to wear the ceremonial cap of Chow."

* Confucius and the Chinese Classics, by Rev. A. W. Loomis, San Francisco, 1867, p. 17.

† Tylor, "Primitive Culture", Am. Ed., vol. I, p. 156.

This quotation introduces the name, and indicates something of the character of the best exponent of Chinese culture—Confucius. No country-man of his—Mencius possibly excepted—has ever grown to the intellectual and moral stature of this man. The world acknowledges him as undoubtedly great,—the Chinese regard him as greatest. Tsze Kung, one of his prominent followers, declares that "the talents and virtues of other men are hillocks and mounds which may be stepped over", but that Confucius "is the sun or moon which it is impossible to step over."* The celebrated Mencius says, "What I wish to do is to learn to be like Confucius." And further, "Since there were living men until now, there never was another Confucius." The very word Confucius, Latinized from the syllables Kungfu—tse, signifies Kung the Master or Perfect Sage. This title is conferred by imperial authority.

Confucius was born in the year 551 B. C. The Grecian philosopher Pythagoras was then about thirty years old, and the Persian general, Cyrus the Great, had just begun his career of glory. The Sage was descended from illustrious ancestors. His father died when Confucius was but three years old, leaving his son no patrimony except a precocious intellect and a studious disposition. A good mother conducted the child's education with care. At the early age of nineteen Confucius married. At twenty he was appointed "Keeper of the Stores of Grain", and at twenty-one, "Inspector of Pastures and Flocks", in his native place. At twenty-two he began to teach, receiving pupils at his own house. Shortly after this his mother died. He conducted her funeral obsequies with great splendor, thus reviving an old custom, and, in further imitation of the ancients, he shut himself up and devoted three years to mourning, and ethical studies. Filial duty thus discharged, he resumed teaching; studied music under a renowned master; and began traveling about the empire examining into the condition of the people, and visiting the courts of princes. He felt it to be his mission to instruct and elevate his generation. We are told that there were four things which the Master taught—"letters, ethics, devotion of soul, and truthfulness." He poured out the cup of knowledge to all who were willing to receive,—kings or common subjects. The Master said, "From the man bringing his bundle of dried flesh for

* This and other following quotations are taken from Dr. Legge's translation of the Chinese Classics.

my teaching upward, I have never refused instruction to any one." His name and fame spread. His disciples multiplied. Honor and office called him from his wanderings home to his native state, the kingdom of Loo. He was made successively, Magistrate, Assistant Superintendent of Works, and Minister of Crime. He effected many reforms, and acquired vast influence. But the austerity of his principles proving too severe for the King, the Master finally lost power, and, at the age of fifty-six, sadly took his departure from a court at which he could be no longer useful. He resumed his journeyings, and continued for thirteen years the old work of preceptorial instruction. Poverty and neglect followed him. Once he narrowly escaped assassination. Often he suffered for want of food. At last, in his old age, he returned once more to Loo, and spent the few remaining years of his life, quietly and happily, editing the Sacred Books. He died at the age of seventy-three.

In the Confucian Analects we find the following curious record of the moral progress of the Sage:

"The Master said, At fifteen I had my mind bent on learning. At thirty, I stood firm. At forty, I had no doubts. At fifty, I knew the decrees of heaven. At sixty, my ear was an obedient organ for the reception of truth. At seventy, I could follow what my heart desired, without transgressing what was right."

With a Carlyle-inspired reverence for heroes, we approach this wise man of the East, to pay him such homage as his greatness can command. We survey him, and find him indeed collossal for his age and nation. He is extraordinary—but, after all, only an extraordinary Chinese. He did not grow freely to the form and dimensions of absolute human greatness. Like Pwanka's world he bears marks of the mallet and chisel. He was born into an artificial world of inexorable requisitions and restraints. He was trained from infancy, in accordance with traditional usage. The circumstance that his social rank was high, subjected him the more entirely to the exactions of conventional life. His native capacity was remarkable,—he had cosmopolitan sympathies; he might have developed an original character even in spite of hereditary tendencies, but circumstances were all the time against it. He could only become a full-blown and superior specimen of what Chinese culture is able to produce from the most promising bud. He is the consummate flower of Chinese civilization.

Confucius accepted the theory of government and society that

he found riveted in the history and habit of his nation. "There is government", he says, "when the prince is prince, and the minister is minister; when the father is father, and the son is son." Believing that the relation of inferiors to superiors should be as that of the grass to the wind, he submitted to the powers that be. Professing himself only a lover of learning, and a transmitter of the wisdom of the ancients, he claimed no originality for himself. No one, he thought, could fall into error, who followed the example of the early kings. As by the use of the compass perfect circles may be made, so by the imitation of the ancient sages may men be made perfect. "If some years were added to my life", said the Master, "I would give fifty to the study of the YIH, and then I might come to be without great faults." He endeavored to walk in the path of the sage, which "embraces the three hundred rules of ceremony, and the three thousand rules of demeanor." By these rules is to be understood not a mere code of etiquette, but an elaborate system of defining the highest duties of life, civil, social, and moral. Etiquette received an ample share of attention. Confucius observed the directions of the manners-book with scrupulous punctilio. His behavior was exceedingly circumspect. He would not eat his mince-meat unless it were properly cut; nor sit upon his mat unless it were straight. He practiced attitudes and gestures suitable to each several occasion of life, and required his night gown to be half as long again as his body. A genius, naturally independent and vigorous, thus tethered, reminds us of Gulliver bound by the ropes of the Lilliputians.

In the struggle to rise to a better life, Confucius broke many of his bonds. The consciousness of his mission gave him strength. His itinerant life tended to disenthrall him. With a profound love for humanity, he united a keen consciousness that the world is not as good as it might be. He acknowledges his own defects, with humility, and laments the degeneracy of others in language that recalls the scriptural complaint, "There is none good, no not one." Yet, fully believing that good men have lived, and that depraved human nature is capable of self-rectification, he taught and admonished not without faith in the efficacy of his labor. His system is essentially moral.

There are things in Confucius that make one think of Plato, as, for instance, his devotion to hard study, his eagerness to discover truth, his exaltation of sincerity, his delight in music,

and his scorn of mercenary gain. But he has none of Plato's poetic faculty. Like Socrates he was a great talker, and derived illustrations from the commonest objects. His disappointment at not being able to bring men to accept his doctrines, reminds us of the despondent moods of Socrates. "What do you mean", asked one of his favorite disciples, "by saying that no one knows you?" The master replied, "I do not murmur against Heaven. I do not grumble against men. My studies lie low, and my penetration rises high. But there is Heaven—that knows me." Such is the refuge of all great reformers, of whom men say, they were born before their time. Every earnest soul of vast purpose sooner or later enters into the gloom of its own peculiar Gethsemane.

While, in some instances, Confucius distinctly recognized a supreme power, it can not be said that it was his habit to appeal to Heaven, or that the notion of a future life had any strong influence over his actions. "To give one's self earnestly to the duties due to men, and while respecting spiritual beings, to keep aloof from them, may be considered wisdom." This is Confucian religion. It is eminently practical, if not very spiritual. It recognizes man as the great object of man's love and service. All men are accounted brethren, and owe one another the natural debt of benevolence. The Sage more than once repeats the injunction: "Do not to others as you would not wish done to yourself."

It is natural to suppose that Confucius, holding such views as he did of human nature, should regard education as an important means of bettering the world. This he did. Following the ancients, he taught that knowledge is conversion from evil to good,—that knowledge is the pathway to both wisdom and virtue. According to a vigorous modern writer,* the religious idea is but one factor in the salvation of the world, and science or culture is the other. Many have relied wholly on the first contemning the other, but Confucius may be said to have regarded knowledge as man's chief concern, even to the exclusion of a higher spiritual motive. He would redeem mankind by instructing them in secular knowledge. Education, in his creed, is a means quite adequate to produce a perfect man. "It is not easy", he says, "to find a man who has learned for three years without coming to be good." Again, "The supe-

* Dr. I. M. Wise: The Martyrdom of Jesus.

rior man, while there is anything he has not studied, or while, in what he has studied, there is anything he can not understand, will not intermit his labor." "Learn as if you could not reach your object, and were always fearing, also, lest you should lose it." "If a man keeps cherishing his old knowledge, so as to be constantly acquiring new, he may be a teacher of others." He puts more stress on obtaining knowledge, on storing memory, than on reflection. "I have been the whole day without eating, and the whole night without sleeping;—occupied with thinking. It was of no use. The better plan is to learn." Yet, in another place, he says wisely: "Learning without thought is labor lost; thought without learning is perilous."

Confucius would not confine the benefits of education to a favored few. The doctrine of universal brotherhood implied the duty of universal instruction. We are told that, "when the Master went to Wei, Yen Yew acted as the driver of his carriage. The Master observed, 'How numerous are the people!' Yew said, 'Since they are thus numerous, what more shall be done for them?' 'Enrich them', was the reply. 'And when they have been enriched, what more shall be done?' The Master said, 'Teach them.'" He recognized in education an equalizing power. "There being instruction, there will be no distinction of classes." This proposition is to be taken with the mental reservation demanded in the modern use of its equivalent; for Confucius admitted a natural difference of capacity, and, indeed, classified mankind into higher and lower ranks, according to their quickness or slowness in learning. The lowest class, he says, are they who are dull and stupid and unwilling to learn.

It is a striking evidence of the sagacity of the sage, that he discerned the importance of mental prowess as a condition of military success. "To lead an uninstructed people to war", he declares, "is to throw them away"; but that if they be competently taught for *seven years*, they may be safely employed as soldiers.

We can not resist the temptation to gather here a few more of the precepts of China's greatest philosopher. To us they seem suggestive, and of wide application; nor has modern culture grown entirely beyond the need of the truths they embody. The extracts are from the Analects: the headings are ours.

Learning like Building a Mound.

The prosecution of learning may be compared to what may happen in raising a mound. If there want but one basket of earth to complete the work, and I stop, the stopping is my own work. It may be compared to throwing down the earth on the level ground. Though but one basket full is thrown at a time, the advancing with it is my own going forward.

What is Knowledge?

Shall I teach you what knowledge is? When you know a thing, to hold that you know it; and when you do not know a thing, to allow that you do not know it—this is knowledge.

False Pride.

A scholar, whose mind is set on truth, and who is ashamed of bad clothes and bad food, is not fit to be discoursed with.

Whom to Teach.

The Master said, "I do not open up the truth to one who is not eager to get knowledge, nor help out any one who is not anxious to explain himself. When I have presented one corner of a subject to any one, and he can not from it learn the other three, I do not repeat my lesson."

Teaching Adapted to the Taught.

The Master said, "To those whose talents are above mediocrity, the highest subjects may be announced. To those whose talents are below mediocrity, the highest subjects may not be announced."

How Confucius Taught.

The Master, by orderly method, skillfully leads men on. He enlarged my mind with learning, and taught me the rudiments of propriety.

Experience Confers Authority.

Fan Ch'e requested to be taught husbandry. The Master said, "I am not so good for that as an old husbandman." He requested also to be taught gardening, and was answered, "I am not so good for that as an old gardener."

Qualities of the Scholar.

The scholar may not be without breadth of mind and vigorous endurance. His burden is heavy and his course is long.

Gravity and Instruction.

If the scholar be not grave, he will not call forth any veneration, and his learning will not be solid.

Application.

The Master said, "Is it not pleasant to learn with a constant perseverance and application?"

Duties of Youth.

The Master said, "A youth, when at home, should be filial, and, abroad, respectful to his elders. He should be earnest and truthful. He should overflow in love to all, and cultivate the friendship of the good. When he has time and opportunity, after the performance of these things, he should employ them in polite studies."

The Scholar's Rest.

Let relaxation and enjoyment be found in the polite arts.

Blade, Flower, and Fruit.

There are cases in which the blade springs, but the plant does not go on to the flower! There are cases where it flowers, but no fruit is subsequently produced.

Failure from Within.

When the archer misses the centre of the target, he turns round and seeks for the cause of his failure in himself.

Virtue.

If the will be set on virtue, there will be no practice of wickedness.

Law and Punishment.

I. The Master said, "If the people be led by laws, and uniformity be sought to be given them *by punishments*, they will try to avoid the punishment, but have no sense of shame.

2. "If they be led by virtue, and uniformity sought to be given them by the rules of propriety, they will have the sense of shame, and moreover will become good."

Higher Law.

Without recognizing the ordinances of Heaven, it is impossible to be a superior man.

The Master did not suggest new methods of instruction or lay down an original course of study. He only indorsed the scheme given in the Book of Rites, and other ancient classics, which it was the crowning work of his life to edit for the people's use. The technical branches taught were reading, writing, arithmetic, ceremonies, music, archery, and charioteering; At the age of seven, children learned to count, and distinguish the cardinal points; at nine, to number the days of the month; at ten, the *boys* were sent to live with teachers who instructed them for about ten years, first in numbers and writing, later in music and the odes, and lastly in archery and horsemanship. Lessons in filial duty and the rules of propriety were never intermitted.

Girls received little or no education of a literary kind, but plenty of advice on the duty of submission to the other sex. Mothers are honored in China as such; but woman as woman is and always has been held in low esteem. Confucius hardly more than alludes to the female part of creation. He says somewhere, "Of all people, girls and servants are the most difficult to behave to. If you are familiar with them, they *lose their humility.* If you maintain a reserve towards them, they are discontented."

The system of life-long studentship and competitive examinations, for which China is famous, though not instituted until many centuries after Confucius, naturally grew out of his doctrines, and has always been sustained by citing them.* The Sage passed from earth nearly twenty-three centuries ago, but how vital his influence still is may be learned from the following passage taken from a biographical sketch by Dr. Legge:

"At the present day education is widely diffused throughout China, and in all the schools it is Confucius who is taught. * * * The whole of the magistracy is thus versed in all that is recorded of the Sage and in the ancient literature which he preserved. His thoughts are familiar to every man in authority, and his character is more or less reproduced in him.

"The official civilians of China, numerous as they are, are but a fraction of its students, and the students, or those who make literature a profession, are again but a fraction of those who attend school for a shorter or longer period. Yet so far as the studies have gone, they have been occupied with the Confucian writings. In many school-rooms there is a tablet or inscription on the wall, sacred to the sage, and every pupil is required, on coming to school on the morning of the first and fifteenth of every month, to bow before it the first thing as an act of worship. Thus all in China who receive the slightest tincture of learning, do so at the fountain of Confucius. They learn of him and do homagé to him at once. * * * During his lifetime he had three thousand disciples. Hundreds of millions are his disciples now."

Cincinnati, O. W. H. V.

THE ROYAL ROAD.

What stupendous efforts are put forth now-a-days in the interest of education! What commodious, substantial, and elegant school-houses are erected! And what ample provisions for illustrating the various principles and for exhibiting the various facts of the sciences! what cabinets! what libraries! what charts! in a word, what innumerable aids are congregated in these palatial school buildings! And, complementing these abundant material appointments, what a liberal number of eminently qualified teachers are installed in these same splendid schools! Truly, as compared with their temporary and meager antecedents of a generation or so ago, it would

* See Doolittle's Chinese.

seem that the educational appliances of the present day, whether constituting in themselves a royal road or not, had been designed for the nurturing of princely children.

Now, coincident with such improved facilities for *imparting* knowledge, is it not fair to expect an increased readiness on the part of the student for *acquiring* knowledge? It certainly is: and, accordingly, we find pupils of the present day mastering the difficulties of an education with much greater ease, and with much greater zest, too, than the children of the generation preceding. But as an unfortunate result of this melioration—though not an unnatural one—some educators have worked themselves up to believing, or at least professing to believe, that the time is not far distant, nay, with some it is even at the doors, when the golden harvest of knowledge may be had by the pupil without the fatigue of study. That is, given the favorable auspices, the convenient house, material helps, an enthusiastic teacher, and a natural method, and there *must* result well-instructed pupils. These educators assume that the mind must imbibe and assimilate knowledge that is presented to it in an attractive and lucid manner, just as naturally and necessarily as a sponge or porous stone absorbs a liquid with which it may be brought in contact.

Is this position tenable? We think not. We have already admitted that the present educational instrumentalities have greatly facilitated the acquisition of knowledge; but we deny that the future, be it rich beyond all anticipation in pedagogical improvements, will ever wholly, or even largely, obviate the necessity of labor, severe labor, upon the part of the student.

Is it a fact of our personal experience that those things which were made the clearest and rendered the most attractive to our young minds, are the things which we now hold with firmest grasp and employ the most readily? and have those other things which we, quite unassisted and with considerable labor, dragged up to light out of deep and dark recesses, escaped us? To both these questions we answer emphatically, no, the very opposite being the true result. The fact is, that we value things in the intellectual world, as in the material, more for their rareness and the hardships that bar their possession, than for their intrinsic qualities. This we believe to be one of the essential characteristics of our human nature, and is, doubtless,

a legitimate effect of that old decree, "In the sweat of thy face shalt thou eat bread."

What is involved in the *knowing* a thing? Simply the sensuous or intellectual apprehension of it? Let me read an interesting book. or hear a piece of absorbing music, or gaze upon an engaging picture. Is my knowledge in either case complete when the reading, or the hearing, or the seeing has been ended? Certainly not: and in order that it be complete, it is necessary that my memory be brought into action, and that a reproduction of the original impressions be had. The whole plot and all the characters of the story, the various harmonies and melodies of the piece of music, and the figures, colors, and action of the picture must all be revived more or less vividly in the mind, before I may truly say that I have a knowledge of the book, music, or picture. But this renewal involves mental effort, the degree of the effort depending upon the complexity of the original impressions. And in this effort do we realize the unroyal and unvoluptuous nature of the road to learning.

Let the teacher be never so well furnished with the means for illustration, let him be never so skillful in the use of these means, and let him be never so zealous, still he can not transplant from his own mature intellect into the virgin soil of his pupil's mind any one entire plant of knowledge, however small it may be; but he must, forsooth, content himself with simply sowing seed; and whether that seed shall ever germinate and spring up into a similitude of the original plant, depends almost altogether upon the fostering energies of the young recipient mind.

In these remarks we would not be understood as undervaluing highly illustrative or objective methods of instruction, but we would discourage a too exclusive dependence upon them. Let the lesson always be presented as pictorially and tangibly as possible, and let the pupil be interested and delighted as highly as possible; but let not even the fulfillment of both of these conditions be supposed to constitute the whole of learning. But as a means of proof that the pupil has fully apprehended the elucidations of the teacher, let the latter encourage him, nay, require him, to rehearse mentally the matter of the lesson, and, at a subsequent time, reproduce that matter. These processes—*rehearsing* and *reproducing*—are those of genuine learning, and must be gone through with by every student,

whatever the character of the antecedent instructions. Of course the clearer and the more tangible the instructions, the fewer and the less irksome the mental rehearsals, and the more fluent and perfect the reproductions; but in any case rehearsal and reproduction there must be.

Pupils, therefore, we contend, despite any present or forthcoming pedagogical millennium, must be taught to exercise the power of their own minds, and must learn to depend upon their own mental abilities to a very great extent, if they would obtain knowledge and develop intellectual power. And in fulfilling these essential conditions of learning, labor, more or less severe, must be endured: and thus the would-be royal road must surely degenerate into a peasant's foot-path, rough and devious it may be, but not therefore wholly destitute of beautiful flowers and refreshing fruits.

Cincinnati, Ohio. N. K. ROYSE.

DAILY GENERAL TALKS.

There is a great deal of general information which most people are supposed to have, but which many children will grow up ignorant of unless it is imparted to them by their teachers. It is that kind of information which, though found in books, is not condensed into any one book. It can not be pursued as a course of study. It consists of fragments of knowledge culled from different sciences and from different branches of human learning and human experience. Those who possess a good store of it draw it from no one source. They get some of it from books, some from newspapers, some from their fellow men, and some from observation. The great mass of people who receive a common school education can not study each science thoroughly. They can not explore each department of human learning. Yet it is desirable and possible for them to know the main facts in those sciences, the most obvious and curious and profitable things in the different departments of human life and human learning. They can not master astronomy as a science, but they *can* learn some of the most curious and instructive facts about the size, distance and motion of the heavenly bodies. They may not become learned geologists, but many of the facts of geology are interesting to everybody and they can easily master many of those

facts. They may not become expert chemists but they must become familiar with some of the curious and instructive facts of chemistry, and may become familiar with many of them. They may not become good political economists, or expert in dealing with the facts and laws of social science, but they may understand many of the facts which lie at the foundation of these studies. Then there are numberless facts and items of interest which do not belong to any science in particular. This study of general information knows no bounds or limits. It can not be reduced to an exact science. All sciences are tributary to it, but it soars above and spreads beyond them all. All the facts of the universe, all the experiences of human life belong to it.

Our nation ought to be not only a nation of people who can read and write, but also a nation of well informed people, a nation of people, the great majorily of whom are *intelligent.* The means for our becoming such are abundant. Millions of copies of books and billions of copies of papers and magazines are printed every year and scattered broadcast over the land. And the great book of nature lies open always and everywhere. And yet the masses will grow up devoid of general information unless the children get a taste for it and form the habit of gathering it in from every source. Parents and teachers are the ones to help them acquire this taste and form this habit. Many parents will not do it and many can not do it because they have not the taste or habit themselves. It is the object of this article to show how the teachers in our common schools can communicate a great deal of general information to their pupils, and at the same time, help them form the habit of continually adding to the stock.

There is a great deal of knowledge lying round every study, which can not be found in the text books devoted to that study. Sometimes it is left out because there is not room for it, sometimes because the knowledge has sprung up since the book was printed. The more the teacher has of this outlying information the better prepared he is to teach. In the recitation he can casually impart a great deal of it to his pupils. It should not be made too prominent. It should not supplant the regular lesson, but should be woven in with it.

But the principal means of accomplishing the object desired is by means of daily talks to the whole school. The following plan, or something like it, is recommended.

Take five, ten, or fifteen minutes every day for a general talk on some subject of general information. The best time for such an exercise is at the beginning of the afternoon session. The scholars are apt to come in at that time out of breath and excited with hard play, not in a fit condition to commence hard study at once. The exercise proposed will, if interesting, help to prevent tardiness. Such preparation should be made for the talk as the teacher can get time for. On some subjects he can talk with but little preparation, or by simply jotting down, during the noon intermission, a few notes on the back of an envelope. Other subjects will have to be studied up carefully beforehand. Such subjects, or series of subjects, should be selected as can be made most interesting and profitable. If the teacher has any particular hobby, as botany, geology, or history, he can draw upon it largely, avoiding technical terms and using plain simple language. The teacher can take all sorts of subjects, or, if he choose, can have a regular series. Occasionally he can tell or read a story or give the particulars of some fresh item of important news that he has just been reading in the papers. The following list of subjects, not intended of course to be at all complete or systematic, will simply suggest the range of topics he can go over:—the sun, moon, stars, meteors, comets, clouds, rains, snow, wind, sea, currents, volcanoes, glaciers, heat, dew, fog, the atmosphere, the Polar sea, the bottom of the ocean, fossils, strata of rocks, crystals, caves, mines, coal, iron, gold, earthquakes, tornadoes, the interior of the earth, Niagara Falls, Yosemite Valley, proofs in nature of the existence of God, profanity, lotteries, theatres, intemperance, tobacco, the telegraph, railroads, the microscope, the telescope, etc., etc.

Many of these subjects will furnish material for more than one talk. That, of course, will depend upon how much the teacher knows about them, and how well he is able to tell what he knows. Of course, each teacher's list of subjects will depend upon his own tastes, upon the extent of his knowledge, and upon the books of reference which he has at hand. Some such book as "The Reason Why" will be of great value to him, as also works on geology, astronomy, botany, philosophy, etc. Moral subjects can be thrown in whenever it is thought best. They should not be entirely left out. The same is true of talks on etiquette. The teacher should give his scholars the privilege of freely asking questions either during the talk or at its

close, and also of suggesting topics for future talks. If they ask questions—as they surely will—which the teacher is not able to answer, he should frankly confess his ignorance, and promise to look the thing up and report some other day.

Much of the information which the teacher can communicate in these talks will be readily remembered by the scholars. They will be quite apt to tell at home the strange and useful things which the teacher has told them, and thus, indirectly, the parents will receive instruction. Such talks continued through a term, or a school year, will store many youthful minds with a great deal of general information. But it will do more than that. It will help create a thirst for that kind of knowledge; it will tend to put the young into a receiving attitude, so that they will go through life with eyes and ears open, drinking in knowledge from every source. The teacher who has a good stock of general information to which he is constantly adding, and who is a ready talker, can make such talks very interesting to his school. Every teacher can do something in the same direction.

Hamilton, N. Y. R. T. C.

CLASS INTERVALS IN GRADED SCHOOLS.

St. Louis, Jan. 12, 1875.

Mr. White: I have read with interest the remarks of Mr. Harrington on "Class Intervals in Graded Grammar Schools" in your November and December issues, and have endeavored to understand his strictures on the system favored by you in your address at the National Association in Detroit.

If I have been successful in my endeavor to seize the point of his objections, there is but one position assumed and defended by him as hostile to yours and mine. He rests his case solely on the injurious effects of a frequent change of teachers, and assumes that our system requires more frequent changes than his system does. Now this is the objection urged by him in Boston at the meeting before which I read an essay defending the system under discussion. I immediately replied to this point, and stated that he had misunderstood the effects of the system, and that in the lower grades (first three years of school) the change might be as often as twice a year, while in

the higher grades it would be as often as once a year or once in a year and a half. This point was alluded to in my paper as printed, and has since been further explained in my Annual Report for 1873.

I can not explain to myself, therefore, Mr. Harrington's suppression of this protest on may part against his statement of facts. I had expected that he would acknowledge that I claimed that the individual pupil *on an average* is not transferred so as to change teachers any oftener by my system than by his system, and then have proved that I was in error as to this supposed fact. On page 27, § 8, of my last Report, I said:

"The system of frequent transfer does not affect the individual pupil any oftener, on an average, than the system of transfer once a year. The bright pupils, it is true, have frequent opportunity to advance. The system is elastic for them. The slow pupils advance only when ready. [N. B.] The system discards *one general epoch of transfer and reclassification* occurring at the close of the year, and adopts instead *four or more partial transfers* so arranged as to accommodate the two-fold demand: *first*, that the ablest pupils shall not be kept back; *second*, that the ablest and highest paid teachers shall at all times have their full quota of pupils. In the lowest grade, when several rooms in the same building are filled with pupils not advanced beyond the first year of their course, the bright pupil will change teachers perhaps three or four times in the year. In the higher grades the pupil will remain a year or more under each teacher."

Mr. Harrington has not shown that one transfer a year for all pupils, and happening at the same time, is better than one transfer a year on an average to each pupil, but not occurring in all cases at one stated epoch. Four partial transfers do not necessarily effect a more frequent change of teachers than one general transfer. If ten pupils enter the room from below in February, and, being abler (older or maturer in intellect) than the rest, make their way to the highest rank in the class, and then into the next class, and from it to the next room sometime in the next year, they will have remained about a year under the teacher. If five other divisions of ten each entered at different times, the intervals being six or seven weeks, and, remaining a year, were promoted to the next room at intervals of six or seven weeks—corresponding to the intervals at which they entered—each pupil even in this extreme case would have remained a year under his teacher. But if a difference of maturity had existed (as always does exist), the abler ones would not be kept back by a procrustean system

until their weaker brethren had come up to a given standard. (The six different divisions here supposed were to have composed only two classes under one teacher.) What good it does to "nail a programme to the calendar", and grind out all at one epoch annually, I can not see from Mr. Harrington's remarks—its evils I *do* see every day. I know, however, the reason for such system. It originated in a desire of the general superintendent to get all promotions under his control by means of a general written examination. I indorse your remarks on the dangers of such general examinations by which all pupils are to be promoted or degraded. Such general examination, while it has done great good, has done great evil, and made schools "cramming machines" to a fearful extent. The system of frequent transfers leaves the examination and promotion to the supervising principal of the school, and relies far more on the rank attained by the pupil in his daily work. It ascertains who are the six or ten best pupils in the class, in the opinion of the class teacher, and, if examination confirms her decision, these are placed in the next class above. Thus, by the system of frequent and partial transfers, we are relieved from the dangerous pressure which tends to produce cramming and a resort to mechanical methods.

Should time permit, I shall take the liberty to consider in my next communication some of the extraordinary ideas which Mr. Harrington indicates as the basis of his own school system, and of which he offers us frequent glimpses in the course of his argument. I refer to the implied contempt for schools "in which promotions make one of the customary instrumentalities of influence and progress", and also to his apparent adoption into the schools under his charge of methods of organization such as necessarily exist in ungraded schools as they are found in the country districts, but which have been rejected in city schools. Division of labor is possible in cities, while it is not possible to a great extent in the country.

Meanwhile, in closing, I will call attention to another element that he has also overlooked. I refer to the size of the separate schools and to the size of the school system. The plan which I have advocated (like the economies of the division of labor) is not practicable in small school systems. This I have stated frequently. But, to some extent, it *is* practicable, even in villages. The main principle is this: never try to bring the degree of advancement of any two classes to the same ex-

act standard, or to standards exactly a year or multiple of years apart. Rather encourage the organization, in your schools, of classes at intervals of less than a year apart, so that reorganization of classes for economical reasons or for purposes of better classification may be done at any time without inconvenience. This can be done easily when the classes are only six or ten weeks apart, but not easily when they are a year apart.

The actual test advancement of a pupil is maturity, or ability to go on with the work given him. It is safe to say that even in a country school of sixty pupils, there are no two of exactly the same advancement, although it is probable that there are eight years of school work between the advancement of the highest and that of the lowest. Now, classification is at all times a merely relative and arbitrary affair. In the school of sixty the fifth class in arithmetic may include any number from one to ten perhaps. If it has ten, it is likely that there will be a difference in qualifications of from two to three years in actual advancement, and the consequence will be that while the lowest will be dragged beyond their powers, if they are really compelled to do the work, the most advanced will feel no pressure except that of their "own sweet will." Without looking at their lessons, they will easily lead the class. Hence they will lose that valuable discipline of the will which comes of a feeling of responsibility and the necessity of making persistent and regular exertions.

The ever-repeated experience in such schools is the loss of all hold on the pupil's mental habits by the teacher except what he can get by a little individual instruction. Classification in large schools, though still arbitrary, becomes approximately exact. It always happens that there is no strongly marked line between the lowest of the class and the highest of the class next below. Where there is a year's interval of school work between the classes, it always happens that the interval between the highest and lowest in the class is less than the interval between the lowest in rank of the upper class and the highest in rank of the lower. Bearing in mind this relative nature of classification, one can easily see (I would fain believe) the importance of having small intervals between classes. The question of economy here meets the question of classification. The classes ought not to be below a certain size; the less the intervals between them the better. In a country school of forty pupils of all grades, the size of classes is so seriously lim-

ited by intervals of advancement that little else than individual instruction is the result, and the time and energy of the teacher is dissipated.

The plan of continuing a class of scholars under the selfsame teacher for years, and letting the teacher change rooms with her classes, as Mr. H. suggests, is not necessarily opposed to the plan I am advocating. It might be adopted without interfering with it, if it were thought desirable on other grounds. One thing must be noted that the plan against which Mr. Harrington writes, allows the slow and less mature pupil to remain longer under one teacher than his classmates. It is the maturer pupils who change teachers the oftenest, and they are the ones who need less individual help and less psychological study on the part of their teachers.

Mr. Editor, the plan which I have spoken of as "our plan" and "my plan" is not an invention, but a growth of many years, as it has existed in many of our western cities and some eastern cities. All that we can claim is the credit for having studied it and expounded its rationale, and this is of value whether the system is a better or worse one than some others. Mr. DeWolf's excellent remarks in its defence would have sufficed, but that I thought it better that we all contribute to the discussion while it lasts. Let us have a thorough consideration of our methods in their principles. Let us hear from all phases of opposition and defence. Supt. Stone, of Springfield, Mass., has a view on this question which I, for one, wish him to explain.

W. T. Harris.

THE WISCONSIN DECISION.

Friend White: I am glad to learn from your January issue that the December editorial, commenting on the decision of the Supreme Court of Wisconsin on the rights of parents to limit and name "the studies their children shall pursue in the public schools", does not state your position. I am sure that every superintendent of schools and every teacher of considerable experience will take exception to the statement of the *pro tem.* editor, that among the rights of parents is "the right to determine what studies of those provided for, their children, if competent, shall pursue"—a statement made without qualification.

Now, if it be conceded that parents have this right, the sooner we abandon all system of gradation in our schools, and adopt the *elective* system, the better, because it must result in this sooner or later. If all parents were reasonable and capable to judge in a matter of this nature, the case might be somewhat different. But every teacher of considerable experience knows full well that a large majority of parents know comparatively little of the actual wants and capabilities of their children in such matters, and are hence not the proper persons to decide as to the studies which they should be required to pursue.

Furthermore, very many parents are exceedingly indulgent, and are ready, if allowed to do so, to heed the whims and caprices of their children, and suffer them to drop one study and take up another, as they may take a fancy so to do, without any reason whatever for so doing, or for reasons the most frivolous. Ask the superintendent of your city schools how often he is appealed to by parents, to suffer their children to omit certain of the studies belonging to the regular course, or to drop them, for no other reason than that they are tired of them, or, in other words, that they are absolutely too indolent to apply their minds to study?

Again, we find in every community many parents who hold to the notion that only a knowledge of reading and writing, or, at farthest, of reading, writing, and arithmetic, is essential, and, if suffered to have their own way, would so far deprive their children of their rights, as to limit their studies to these branches.

Now I freely admit that the matter of "averages", "percentages", etc., are of comparatively little importance except as they may serve as stimuli in producing desired results. Nevertheless, system is all in all, and gradation is essential to system, and can not be abandoned, particularly in large schools, whether public or private. But if the matter of choice or selection of studies is to be given over to parents, our graded systems become a farce. One parent desires that his child shall give his time exclusively to arithmetic; another to arithmetic and writing; another to writing alone. Still another is willing and desirous that his child know something of geography, but is not willing that he shall take up this study until he has perfected himself in arithmetic. The two will be too many for him.

It will not do to say that such things would not be likely to

occur, or that parents are too reasonable to make such demands. They *do* make such demands even now, and not in a few instances only; and were it not that there are laws and rules to prevent yielding to them in these matters, the schools would, in many instances, become *un*systematized and demoralized.

Take, for instance, the intermediate grades in the Columbus schools, with pupils ranging from 9 to 13 years of age, and in which only reading, writing, arithmetic, and geography are required to be taught—not "nine or ten" studies, but only four. Say to parents, "These are the studies prescribed for these grades, but there is no compulsion. You may elect among them such as you desire to have your children pursue. If arithmetic only, arithmetic it shall be. If writing and arithmetic, all right. If you desire that geography only shall be omitted, your wish is the law in the matter." Ask Supt. Stevenson, of the Columbus schools, what would be the effect of such a regulation? What would be done when the time for promotion of classes arrives? Here are one set of pupils quite up to the standard in arithmetic, but deficient in all the other branches. Another set are ready in reading and writing, but know nothing of arithmetic and geography. Another set may be qualified in all the required branches except geography. Still another set may be fully up to the standard in all the studies belonging to these grades. Now, what is to be done? Shall all be carried forward indiscriminately? Or, shall those be left behind who are found deficient in a part of the course? If the latter, what will be done in the case of that indignant father who comes forward and says: "I have exercised the right conceded by your rule, of electing the studies which I desired my child to pursue, and he is, in these studies, quite up to your standard for promotion, and I demand that he shall go forward with his class rather than fall back into a class of inferior grade. And furthermore, now that he has got a good start in these studies which he has pursued, it is my pleasure that he shall take up one or more of the studies which he has omitted, for instance, geography, since it is also a branch prescribed for the grade to which he is to go; and if not qualified to enter the class in the study or studies omitted, the teacher may instruct him separately; and, until he gets along so as to enter the regular classes, he may omit one or more of the studies which he has been pursuing." Now, what will be done in such a case? It can not consistently be said that the child

has forfeited his right to promotion. The parent has only exercised a right conceded by the rule, and one which according to the opinion of your editor and in accordance with the decision of the Wisconsin Supreme Court, he had a perfect right to exercise by virtue of the parental relation.

Now, I shall not undertake to say, that it would, in no instance, be right and proper to permit a pupil to omit one or more branches from the regular course. Cases do occur in which this should be allowed. But when allowed it should be as an exception, and the reason or reasons should be so palpable and so plainly stated, that all may see the justice of the case. And the parent should not be sole judge in the matter, for, as before stated, many parents are exceedingly unreasonable and indulgent in the management of their children. The teacher and the school authorities should have some voice in the matter. It is not reasonable to suppose that they will act unfairly or unjustly in such a matter.

If I mistake not, there is a provision in the school law of Ohio, to the effect that boards of education may prescribe the branches of study to be pursued in the schools of the state; and in case a pupil, of his own option, or by direction of the parent, shall refuse to pursue any study prescribed for a particular school or grade, the committee may direct that such pupil shall not be taught in other branches; and, in the absence of such order, the teacher may refuse to instruct such pupil in other studies. Such, too, is the law in other states, and, if I mistake not, it is the common law of the land.

Wheeling, West Va., Dec. 28th, 1874. F. S. W.

READING AS A MEANS OF CULTURE.

Mr. White: In a very pleasant and instructive paper in your November issue, on "The Book Question", I find one statement to which I can not readily assent. While telling us of the vital culture one may derive from a direct and searching acquaintance with facts, your correspondent takes occasion to say that reading is merely a *receptive act*, and, therefore, not adapted to the noblest and more creative purposes of mental development. Now there are still some persons in the world who owe much of what is best in their culture to books These

persons, I think, will hardly consider the nerveless exercise described by your correspondent as *reading*, any more than the alert and penetrative Thoreau would consider an ordinary summer ramble *observing*.

The fact is reading in the high and vital sense is a wakeful and heroic exercise, requiring for its just performance the highest wit and noblest mood of the best minds. He who does not take with him to the perusal of a book some high and instructive experience of his own, who does not give of his own intellect and worth to the page before him, is but a poor interpreter of any great and noble work. There is a fine wisdom in that old inscription on the wall of a Swedish inn, "You will find at Trolhate excellent bread, meat, and wine, provided you bring them with you." The practical botanist knows the difference between alert search and idle wandering. The experienced reader also knows the difference between bringing to his work his highest powers, testing himself as well as his author with the most searching questions, selecting and pressing the wisest and most cheering passages, and merely "laying back in a chair" with an open book in his hands. Because books have been ill used, does not prove that they may not be well used. Their highest use also is something other than a "recreation", unless that word be used in its vital and derivative sense. High hours and alert faculties are just as necessary to an intimate and searching acquaintance with a good book as to an intimate and searching acquaintance with nature. In teaching science, of course the vital and instructive method is *to work*, and let books, even the best, largely alone. But there is a culture of the spirit which physical experiment can not reach, and which books, or rather a *few* books, can.

Every trained observer knows how fine and bracing and true is the culture derived from a direct acquaintance with the elements of natural knowledge. But is the history of the human spirit, its rarest and most absolute thought and endeavor, which we find in books, less vital, healing, and beneficent than physics and chemistry, taught though these last may be by the most skillful manipulators? E. S. Cox.

Parkersburg, W. Va., Nov., 1874.

—— THE measure of our duty is our ability; the measure of our reward is our fidelity.

EDITORIAL DEPARTMENT.

—— The length of Mr. Venable's article on Confucius tempted us to make the mistake of dividing it, but its careful perusal showed that it is one of those papers that can not be divided without much loss both in interest and value. The thoughtful reader will find it not only instructive, but very suggestive. We call special attention to the fact that, though Confucius believed in redeeming men by teaching them secular knowledge, his old age was filled with bitter disappointment that his teachings had accomplished so little—a failure foreshadowed in his precept that, "Without recognizing the ordinances of Heaven, it is impossible to be a superior man." A moral code that does not "recognize the ordinances of Heaven", is as defective as a human life destitute of such influence. It may be claimed that the teachings of Confucius have since his death exerted a wide and potent influence. The answer is evident. Confucius has been virtually deified, and the Chinese youth not only worships twice a month before his image, but his precepts are received as "the ordinances of Heaven." Moreover, the duties and virtues enjoined are, as Mr. Venable states, acquired and practiced in a manner more "perfunctory than conscientious." The authority of the Emperor enforces the teachings of the Sage.

—— Since the editorial quill is handled the present month by a *sub*, a plain word or two may be said about professional reading, to which the regular editor, as in some measure an interested party, might, in his modesty, hesitate to give utterance. We must confess to but a slender faith in teachers whose stock of knowledge consists solely in what they may have gleaned from the dry pickings of text-books, and who are content therewith. All the normal schools, training schools, and institutes in the world can not make anything out of them. And how shall they be led into the broader wisdom, unless they are taught that knowledge does not come by intuition; that, on the contrary, it does come either from one's own experience or from the experience of others? Now how shall any one come into the experience of others, who does not read? What intelligent being would employ a physician who had never studied anything about the treatment of disease, who has no library, and reads no medical journal? Or who would trust his case in the hands of an advocate who holds himself absolved from all obligation to read law reports, never looks into a law journal, and who conducts his business strictly on a natural genius capital? And who would care to sit, Sunday after Sunday, under the exposition of the Word by a preacher who should rely on the hymn book and a powerful voice as his sole resources in sermonizing? If these things are true of other professions, why should teachers excuse themselves from any effort to make themselves familiar with what has been done and is doing by others in the line of

their work? Is that work less important than that of the physician, the lawyer, or the minister even? Does it require less skill to do it? Do not the best natural abilities need to be reënforced by all the possible aids that can be derived from the experience and best thought of the whole profession, to enable the possessor of these abilities to do his work in a manner in any way approaching a high ideal? The standard for all sorts of intellectual work is much higher than it was a few years ago even, and no one, whatever his native powers, can hope to meet its exacting demands except by much reading and severe study. And whenever you hear a teacher boasting of the fact that he never reads dry educational works, and that he knows more about teaching than can be found in all the educational journals put together, you will be entirely safe in considering any views he may set forth on educational topics with some care before adopting them. We will conclude these modest hints on a very trite subject by asking two questions: (1) How many educational libraries are there in Ohio—calling one book a library? (2) How many teachers are there in the state who do not read a professional journal?

——THERE has been much outcry on the part of many, both inside and outside of the profession, against the number of subjects with which the children of our public schools are burdened; and much ingenious dividing and sub-dividing has been done to make the list look as formidable as possible. We are told we must cut off superfluities, and get back to the branches which are most important. This introduces the old question: Which branches are most important? Who shall decide? "What knowledge is of most worth?" is an ever-recurring problem. I may think that to know a noble poem or a grand essay whose deep thought shall be a life companion, is more important than to know how to parse a difficult sentence or solve the most intricate problem in percentage that the exigencies of trade and the ingenuity of man have ever called into existence. And yet it will not be difficult to find another who thinks all learning a vain thing which does not give a man a trade. The outcry has, however, been most directed against drawing and music. Say the utilitarians, children have, in general, but a few short years at best for their school life, and this time should not be taken up in acquiring accomplishments. They need it all for arithmetic, spelling, reading, writing, and grammar. And here is just where they make their mistake. Leaving out of view their incorrect notion as to the relative value of the studies just named, we believe it is a fact which can be readily established, that a pupil will learn just as much of spelling, reading, writing, arithmetic, and grammar, who takes on drawing and music, as he would have done without these additional branches. If they are properly taught, they are an agreeable relief from the severer studies, and serve to make school attractive. If this statement is correct, how short-sighted must those school authorities be who neglect to incorporate into their curriculum two branches having such power to wake up the dormant energies of the mind and cultivate and refine the tastes.

—— At the January meeting of the Lady Teachers' Association of Cincinnati, a report on the examination of teachers was read by Miss D. A. Lathrop. Most of the positions taken in the paper are eminently wise; but on one point we are reluctantly obliged to differ. The report takes ground against general history as one of the branches for examination, and on the very insufficient ground, as it appears to us, that the subject is an interminable one. So is almost every subject when entered upon exhaustively. Algebra or geometry—one of which is proposed as a substitute—will be found a heavy load to carry if the higher departments are attempted. But a fair general knowledge of history—and that is all that should be required in any of the branches above the elementary—can be attained without extraordinary exertion; and if it did require such exertion, the value of the result would well justify it. History and English literature are the only culture branches required by the Cincinnati Board of Examiners, and to leave out the main one of these—and we can scarcely see how the second, which is but a branch of the first could stand alone—would, it seems to us, be a long retrograde step. In general intelligence the corps of Cincinnati teachers stands high, and we should be sorry to see the standard lowered. History is the main source of our knowledge, and he that is ignorant of it, is cribbed within the narrowest prison walls. To change a word in a sentence of an address by Supt. Harris, of St. Louis: "The pith and core of a culture that emancipates us, is the study of *history*." Of the specific value of history as an inexhaustible magazine from which to draw material for illustration in teaching all branches, we have not now space to speak. We trust that, after further reflection and discussion, the Association may come to the conclusion to amend in this respect a report otherwise so admirable.

—— Miss Anna C. Brackett, who is known to most of our readers as a writer of note on educational topics, in a late number of the New York *Independent* severely criticises the custom of physicians in charging all the ills that afflict youth to the schools, leaving out of the account altogether, as she says, such causes of disease as improper food and clothing which affect all classes, and the children's parties, and the late hours and over-nervous excitement consequent on them, which are so pernicious to the health of the offspring of fashionable mothers. We think that intelligent and conscientious physicians might change for the better in this matter. There is a feeling of pride on the part of parents when the illness of a child is attributed by reputable authority to overstudy, instead of to the real cause, over-feeding or over-dressing, and it is to be feared that doctors sometimes humor this feeling without stopping to make any very careful examination of the case. Study, properly regulated, injures no one. On the contrary, it is promotive of health and vigor. People who use their brains without abusing their bodies, are the ones whose lives are bounteously lengthened out.

—— We have not the least patience with college boating clubs, and regret to see sage college presidents and professors yielding to an unhealthy sentiment so far as to give them actual encouragement. We can scarcely be made to believe they are expressing their unbiassed convictions when they do so. It will be a sad day for our institutions of higher learning, when the students shall come to be classed, as they are in institutions abroad, as *rowing* students and *reading* students; and it seems to us that some of our eastern colleges are rapidly approaching this condition. It can not be held too steadily before young men entering college, that their life there, in all its aims and aspirations, is to be devoted to the noblest culture. The last regatta was a disgrace to those concerned and to the name of letters; and subsequent ones are not likely to be better. They will, in the very nature of things, gather to them the fraternity of gamblers in large numbers, thus bringing the students into the most demoralizing associations. The defence that they promote health by encouraging physical training is of the flimsiest character. The limited number who take part in boating does not include hard students most needing such recreation, and the great mass of students are not affected, by the example, only so far as one and then another drops out of the reading class to enroll himself among the rowing class. Physical training ought to be encouraged, but it should be through exercises cut off from the evil influences which surround the training and contests of boating clubs.

——We hear a great deal about cramping the originality of teachers. Many things are said to do this. Prescribed courses of study is one, and prescribed methods of instruction is another. And some have even gone so far as to assert that normal schools are doing much to crush the outgrowth of native talent. Now originality may be a very good thing in the schoolroom, or it may be something quite different. Intelligent originality is likely to be a good thing. Ignorant originality is almost sure to be a bad thing. That teacher who first, by his own unaided genius, invented the scheme of sing-song concert recitations, certainly devised an original scheme, but doubts may be entertained of its value. Then we have that other teacher who, in one of those inspired moments which come so seldom, struck out the brilliant idea of teaching her pupils their "stops" in reading by actually counting one when they came to a comma, two at a semi-colon, etc., instead of merely stopping long enough to do so, according to the old rule—which rule itself is an absurdity, unworthy any reasonable creature. By this process, the sentences, if printed as they sound, would present to the eye a mosaic work wonderfully variegated, and without the shadow of meaning. The method is certainly original, but not likely to be adopted by any except very original teachers. We were going to instance the methods of teaching spelling through the medium of the "long dull column" of the spelling book, as an original one with somebody; but, on second thought, we abandon the idea, and conclude that, like "Topsy", it must have just "growed." The inference from these examples is, that igno-

rant teachers, those who know nothing of the nature of mind, its laws of growth, or the best means by which that growth is to be promoted, should not venture on originality. That is the province of intelligence. Let them stick to the well-worn ruts. There, and there only, is safety. To those alone whom study and thought have made bold, is it reserved to strike out new and profitable ways of doing things.

"Vessels large may venture more,
Little boats should keep near shore."

——SPEAKING of spelling, reminds us that an immense amount of time is wasted in attempting to teach the spelling of words that are seldom used, and which convey no meaning to the minds of the learners. The last issue of the *Rhode Island Schoolmaster* contains a spelling list of 1,200 words. In this list are the words submitted to the candidates for admission to the Providence High School, from 1858 to 1874 inclusive. The following is the list for 1858: Osseous, lassitude, pavilion, piebald, maguey, mechlin, trisyllable, apocryphal, glycerine, chrysolite, ossicle, lacerate, postilion, calipers, zeugma, styptic, proselyte, epaulet, diarrhoetic, apocalyptic. The list for 1859 is: Schedule, symmetry, piquancy, parachute, huguenot, hemorrhage, guaiacum, porphyry, restaurateur, isothermal, chalybeate, lachrymal, erysipelas, gherkin, saccharine, empyreal, idiosyncrasy, puncheon, chirurgeon, dishabille. The examers for 1864 seems to have wreaked themselves upon words of dreadful orthography. Among them we note these: Syzygy, ipecacuanha, guaiacum, cachexy, amphictyonic, and eleemosynary. In the lists for other years we find such forms as these: Peripneumony, therapeutics, heteroclite, torrefy, pharmaceutical, and covypheus. That word so beautiful to the eye and pleasing to the ear, and whose meaning will occur at once to most of our readers, syzygy, seems to have been an immense favorite with the examiners, as it occurs in several lists. And not far behind it in popularity are those stout members of the language, ipecacuanha and guaiacum. (Do not forget to put plenty of a's in the last.) That we found it exceedingly difficult to copy some of these words correctly with the book open before us, our manuscript will show. Doubtless the pupils to whom they were submitted, learned to spell the most of them, but it is dreadful to contemplate the amount of labor it must have cost; and could not this labor have been far more profitably invested—in English composition, for instance?

——THERE are worse cities in the world than the one located on Manhattan Island. There are cities not a thousand miles from where we write, in which the public sentiment on educational matter is considerably lower. A movement has been for some time under discussion to lower the salaries of the teachers of the public schools of New York city. Ostensibly this movement is in the interest of economy; possibly, however, that there may be a larger sum to distribute among the political ward bummers. The most intelligent of the city papers have opposed the scheme with pertinacious boldness, and as might have been

expected from the ability and public spirit of its accomplished editor, *Harper's Weekly* has taken a leading part in this opposition. In a meeting of the School Teachers' Association of New York City, held in December, and presided over by the Mayor, Whitelaw Reid, managing editor of the *Tribune*, took a part exceedingly honorable to himself. He said in regard to the proposed reduction: "I make bold to declare that the people of New York say they will not stand it! They have a monstrously expensive government, the times are hard, their taxes are constantly swelling, and they sorely need to practice public as well as private economies. But this wealthy and generous community have not got down to the meanness of scrimping the wages of the poorly paid teachers of their children. They want first to strike at people who can better afford it." Mr. Reid went on to show that teachers salaries had now reached about as low a point as the self-respect of our citizens would permit, that a teacher in our primary schools ought to be paid at least as much as a hod-carrier, and he showed that in many cases they were paid less. If good, efficient instruction was desired for the children of the city, it was a ruinous policy to pare down teachers' salaries "to the quick." Doubtless economies must be practiced, but it was a poor economy to have ignorant or unfit persons to mould the character of children. Such talk makes refreshing reading for the latitude of a state afflicted with Worthington bills.

SCHOOL INSPECTION.

That the success of any system of schools must depend very largely on thorough inspection is certain. But it is equally true, that this inspection to be of any value must be an intelligent inspection, and to secure this it is not sufficient that the inspector be a man of education and culture. The inspector ought to have a practical knowledge of the business of teaching, and know what children in the different grades of advancement should be capable of doing in the several branches. Without the first kind of knowledge, he will be unable to decide whether results have been attained by the best methods; and, without the second kind, he will constantly fall into the error of propounding such questions as will lead to nothing. We infer from Dr. McCosh's remarks on this subject, in his address on "Secondary Schools," at Elmira, that he prefers the inspection of schools by ministers, and others outside the profession, according to the custom of Great Britain and Ireland, to the inspection by experts, as is our rule. And Mrs. Martin, in a paper read last summer before the National Association at Detroit, would substitute committee inspections for examinations by teachers and superintendents. She says:

"I am aware I am suggesting a bold innovation; but I already perceive a tendency to lessen the number of examinations. In several States, the Normal Schools now receive pupils upon High School certificates, and in Boston, the Grammar Schools pass on their classes to the

High Schools without an entrance examination. These I hold to be signs of the times when we shall see 'inspection' take the place of examination, when the supervisors of Elementary Schools shall know by weekly visits the constitution of every class, and the standing of every pupil far more surely and far more justly than is possible in the most searching examination. Of course, it will be said that a system of 'inspection,' rather than of set examinations, will require a larger supervising force; but I hold that the ideal toward which we should strive should be, not what is *easiest* for the committee, but what is the best for the children."

We think Mrs. Martin entirely over estimates the value of the work which has been done by school committees, and it seems to us that the expectations she seems to entertain of their future career, are of the most extravagant character. A part so important as that which she assigns them, will never be fully discharged by volunteer, unpaid labor. Such labor, to say nothing of its quality, is too uncertain, being apt to fail at the times when most needed. And, moreover, we do not believe there is a teacher in the land, not even in the city of Boston, who can be made to think that the standing of public pupils can be known more surely and more justly by the inspection of a committee than by an examination, not if the committee were made up of professional teachers, which it rarely or never is. We do not trust the examination of a complicated piece of machinery to a clergyman or a lawyer, but to a mechanic, and we see no better reason why the inspection of schools should not be in the hands of teachers—not retired teachers whose professional sands have run out—but active teachers, who are fully abreast of the times in all that concerns the instruction of youth. School committees may supplement their work, and are of excellent use in that capacity, but they can do nothing more.

We can not, either, quite understand why there should be springing up in so many quarters such a decided opposition to every attempt to find out what pupils know, more especially if the attempt come in the form of a written examination. The general argument seems to be that if all efforts to measure the work of teachers by a definite standard should be abandoned, those teachers would immediately, by some means, never clearly defined, proceed at once to execute a work in every way grander than any they have ever been able to perform under the harassing restraint caused by the fear of the coming examination. "Vague and dim" are the ideas of most of the opponents of written examinations. Mrs. Martin has offered her substitute for them, which we think all, with few exceptions, will pronounce inadequate; others, so far as our knowledge extends, have offered none. They have been engaged a good while in tearing down: is it not about time that they should exhibit a specimen of their skill in building up?

—— A TEACHER, under examination in one of the larger cities of Ohio, stated that, "as a general thing, direct moral instruction is more effective in moral training than the teacher's personal influence, because, as the Bible tells us, 'Kind words can never die.'"

EDUCATIONAL INTELLIGENCE.

—— When notified that a subscriber has failed to receive any number of this journal due him, we always remail it.

—— The last volume of the Teacher (1874) contained 506 pages—an average of more than 42 pages monthly. The four volumes now published contain 2,164 pages.

—— The number of adult pupils who are attending the evening lectures established by the Municipal Council of Paris is 14,000, and it is thought that the number will soon be 20,000.

—— The American Academy of Sciences held its last semi-annual session at Philadelphia on Nov. 3, 4, and 5. Several very able papers were read by Dr. F. Hayden, Prof. E. Loomis, Prof. A. M. Mayer, and Prof. T. S. Hunt.

—— We are indebted to Supt. Hancock, of Dayton, for the preparation of the editorials, except the first, on pages 66 to 72 inclusive. The editor hopes that he may be able to edit the March number without assistance. He most heartily thanks the friends who have so kindly and acceptably assisted him during his illness.

—— Senator Schurz, of Missouri, in a recent address in New York, says, in regard to sending children to school too young, "that by natural methods of instruction, and by the avoidance of forcing the brain, much more knowledge can be imparted at a very early age, without injury to the child, than is generally deemed possible."

—— A Pennsylvania teacher wishes to know whether in spelling children should be taught to repeat the name of a letter occurring twice together in the same syllable, or to say that it is "double." We think it makes very little difference whether "dull", for example, is spelled *d-u-l-l* or *d-u-double l.* It is certainly not incorrect to use the word "double" in this manner.

—— The postage on this journal was formerly twelve cents a year, and was paid at the subscriber's postoffice. The new postage law requires publishers to prepay postage, and we are thus obliged to pay postage for those of our subscribers whose subscriptions began in July and October, 1874, and for a considerable number of 1875 subscribers whose subscriptions were received before the issue of our December number. The aggregate of this unpaid postage is so great an item of expense, that we feel constrained to ask our October subscribers to send us 7 or 8 cents (in postage stamps) and our January subscribers who have not paid postage, to send 10 cents. *Send address with the postage.*

—— Charles S. Royce, well known to many of the readers of this journal, and formerly one of its contributors, has devoted himself for several years past to the cause of physical culture in the city of Boston,

and, more recently, in Philadelphia. He is at present the proprietor of a large establishment on Chestnut Street, Philadelphia, at which Dr. Baker's celebrated Health Lift is employed with excellent results.

—— Prof. Daniel Vaughan, well known in the higher walks of the scientific world, and, in past years, a frequent attendant and a very original lecturer at teachers' institutes in this and other western states, is a regular member of several foreign scientific organizations of the first rank, and a valued contributor to European scientific periodicals. A paper of his on the "Physics of the Internal Earth", recently read before the British Association, was received with great favor, and elicited a vote of thanks to the author.

—— Supt. Pickard, of Chicago, says, in a private note, that if "the gentleman from Chicago", who remarked at the late dedication of the new school building of Oberlin, that, "for a house of no better accommodations, his city had expended $120,000", will inform him just where the schoolhouse, referred to, is situated, he will be glad to visit it, for in more than ten years' service as superintendent he has not found a public school building in Chicago which cost more than half that sum. The representatives of Chicago are always expected to indulge in a slight extravagance of speech, but it is seldom that they double figures which tell against the interests of the city.

—— The Executive Committee of the Ohio Teachers' Association met in Columbus the last week of December, and arranged the programme for the annual meeting, to be held at Put-in Bay, June 29th and 30th and July 1st. An early announcement of the exercises will doubtless be made. The educational department of the *Lewisburg Chronicle*, Pa., states that the papers and discussions of the Ohio Associations are the best, reported in the school journals of the country, and it adds that the two numbers of this journal containing the proceedings, are annually worth the subscription price for a year. It is expected that the report of the next meeting will, at least, not fall below any of its predecessors in ability and practical value.

—— The Ohio Central Normal School opened its winter term January 5th, with an increased number of students. The institution is now under the direction of Professor Ogden who has been an associate principal from the first. He has been fortunate in securing Mr. George L. Mills, formerly in charge of the Newark High School, as one of his assistant teachers. Mr. Mills is a fine scholar and a teacher of large experience.

—— The annual catalogue of the National Normal School reports the enrollment of 1,657 different names last year, and an average term enrollment of about 575. The number of teachers now employed in all departments is 17. The present year is the twentieth in the history of the institution. Its prosperity grows with its years.

—— The board of trustees of the Toledo University of Arts and Trades has taken steps to open a School of Design, with five evening sessions each week and one session each Saturday. Mr. W. Young, of Toledo,

has been appointed the teacher for four months. He pursued the business of designer for many years in Europe and has also taught the art. A fund for starting the school has been raised by subscription. The *Journal* credits its establishment to the efforts of Col. DeWolf.

—— The Sandusky Training School, to which we briefly referred last month, is under the management of Miss M. A. Chenoweth, a graduate of the Cincinnati Normal School. Miss Chenoweth has under her control five teachers, each in charge of a school, and drawing but half pay. The principal passes from school to school and notes failures, etc. Once a week one of the teachers gives an object lesson in the presence of the principal, and the other teachers belonging to the training class. The teachers present notice carefully all errors made by the teacher giving the lesson. At the close the pupils are dismissed and the teachers then make a report of mistakes, failures, etc. It seems to be a very excellent arrangement, and Superintendent Curran certainly deserves credit for organizing such a school.

Dayton.—Dayton has a normal school some five years old. It has been located since its first establishment in the Sixth District schoolhouse. Of this school most of the younger teachers of the city are graduates, and they show by the excellence of their work that for them the training received in it has been of excellent service. Last year the school had no separate principal, Mr. Watkins discharging the duties of that office in addition to those of principal of the district. At the beginning of the present school year, the board appointed as principal, Miss Jane W. Blackwood, associated for three years with Miss Lathrop in the Cincinnati Normal School. Under her management the school is exhibiting evidences of great vigor and earnestness. There are fourteen young ladies now under her instruction, much the larger number of them being graduates of the high school. The work is almost entirely professional, and if the members of the board continue to foster the school with the same liberality already manifested, it has a fair prospect of becoming one of the best schools of its class in the whole country.—— At the beginning of the present school year the board established an "Intermediate School," made up of the pupils of the highest grade of the district schools, who are fitting for the high school. In the district schools the pupils of this grade formed very small classes, sometimes not a dozen; and, of course, requiring just as much time for their instruction as classes twice or three times as large. The bringing of these classes into one school enables three teachers to do the work that was formerly done by seven, thus securing greater economy. It is also believed by the friends of the school, that, through the department system of teaching adopted, and the consequent greater uniformity of instruction, as well as through the greater spirit of emulation which will be evoked among the pupils by the sympathy of numbers, the pupils will be better prepared for advanced work in the high school than under the old plan.

WHEELING, W. VA.—The board of education was recently exercised for several meetings over the rules regulating attendance, one or two members maintaining that parents have the right to keep their children out of school whenever they may choose. Supt. Williams took the position that "no parent has a right, while his child is a member of the school, to detain him from school except for sickness, or urgent necessity, and when at school the child is under the exclusive authority of the teacher." The committee on rules and regulations submitted a report on the subject at the November meeting, sustaining the position of the superintendent. At a meeting held Dec. 22d, this report was adopted by a vote of 11 to 2. It may be proper to add that this question has been repeatedly decided by the courts, and, so far as we know, the right of boards of education to enact rules, similar to the Wheeling regulation, has been uniformly maintained. The patron of a public school has no right to keep his child from school unnecessarily, since such absence retards the progress of the classes, and thus interferes with the rights of other patrons. There is a community of rights, so to speak, in a public school, and the board of education is entrusted with the duty of preserving it.

COLUMBUS.—The Columbus High School is one of the oldest and most prosperous schools of its class in the state. From the first it has been patronized by all classes of our citizens and, for many years, there has been no private school of like grade in the city. It graduated its first class in 1851, and the whole number of graduates is 362. Formerly no other city high school in Ohio graduated so large a per cent of the pupils admitted. This was doubtless largely due to the fact that the classes were not "sifted" by examinations, and all who passed over the prescribed course were permitted to graduate. Within a few years a higher standard of scholarship has been maintained, and, as a consequence, a smaller proportion of the admitted pupils have graduated. The number of graduates in 1873 was 22, and the number in 1874 was 25. The growth of the school in the past few years has been quite remarkable. The number of pupils enrolled in 1872-3, the first year of Professor Cook's principalship, was 194. The number enrolled the present year is 277. The number of teachers in 1872-3 was 7,—three men and 4 women. The number now employed is 9,—four men and 5 women. Drawing and music are taught by special teachers. There has also been a marked change in the management of the school within a few years. The department method of instruction has been more generally adopted, the aim being to give the teachers classes in those branches in which they have special interest, and for which they have shown special preference. The plan works well. Much more attention is given to composition and declamation now than formerly. The improvement in the latter has been quite marked. The girls declaim the same as the boys. For several years all the pupils were required to pursue one of the ancient or modern languages in addition to the English studies. At the beginning of the present year, an English course was adopted, more especially for the benefit of those pupils who remain in the school but one or two years. We have not space to specify other changes for

the better which have occurred under the administration of the present efficient principal.

MARIETTA COLLEGE.—This institution richly deserves its increasing prosperity. The last graduating class was the largest in its history, and the present freshman class is, we believe, larger than any of its predecessors. Marietta has graduated 37 classes, and its alumni number 382. It confines itself to true college work, and its instruction is thorough and comprehensive. The *Olio* takes rank with the best college papers.

——THE amount of space occupied by our contributors this month obliges us to omit many items of intelligence relating to other states and countries. We shall reserve full space for this department in our next issue.

BOOK NOTICES.

OLD-TIME PICTURES AND SHEAVES OF RHYME. By BENJAMIN F. TAYLOR, Author of "The World on Wheels," "Life and Scenes in the Army," etc. Illustrated, pp. 194. Price: plain, $2; full gilt, $2.50. Chicago: S. C. Griggs & Company.

There is something very winning about Benjamin F. Taylor's writing, whether in prose or verse. "The World on Wheels" has proven a literary hit, having passed through six editions in as many months. The secret of this success is open. Mr. Taylor has a sympathetic nature, a genial humor, and a simple style. He is on cordial, confidential terms with his reader. He is without affectation. He is in earnest. One conceives him to be a middle-aged gentleman whose spirit has not lost the bloom of youth;—a man who is not ashamed of a little wholesome sentiment, and even a little poetic sentimentality.

"Old-Time Pictures" contains about forty pieces of variable artistic merit, but all melodious, and almost all real poems. If we should be called upon to name our choice among the many pleasing poems in the volume, we would choose "The Poet's Legacy," which is exquisite in feeling and in expression. The lines called "October" also, seem to us full of beauty and delicate truth. "Going Home" is a poem of very great excellence on account of its skillful touches of description, its careful finish, and its pathetic force. Many readers will be pleased to find garnered with these bright "Sheaves of Rhyme," the favorite stanzas known as "The Isle of the Long Ago," which have been the rounds time and again in the newspapers, and have appeared with inevitable mutilations in several school books.

Mr. Taylor's figures are often bold and original,—sometimes, perhaps, rather too bold, as when he calls the musician, Weber, "clerk to the angels," or speaks of the lightning as "the running hand of God." However this poet is at no time irreverent. On the contrary, his almost Puritan devotion to sacred things glows through these pages with the clear light of a faith comfortable to behold in this day of scorn for religion. With this religion our author blends a fervid patriotism, and

much of his imagery is derived from his recollections and thoughts of war.

Upon the whole, "Old-Time Pictures" is a pleasant and wholesome book. It is Western in flavor, and rich in local color. The volume is gotten up in a manner that reflects credit on the publishers. The print and binding are good, and the illustrations, of which there are eight, very attractive. W. H. V.

NEW PRACTICAL SPELLER. A Course in Orthography, Orthoepy, Formation and Uses of Words, Grammar and Construction of Sentences; including Exemplification of Rules for Spelling, a Simple, Comprehensive Exercise in Prefixes and Suffixes, and a List of Proper Names and Historical Sketches concerning Them. By N. D. WOLFARD, Hagerstown, Ind. For sale by Geo. E. Stevens & Co., Cincinnati.

The above full title indicates the character of this unique Speller. The author has wholly discarded the column arrangement, the words being embodied in sentences, with a view of teaching both their meaning and use. The first forty lessons contain common easy words, and are designed for young pupils. The next sixty-eight lessons contain homophonous words, the list being unusually full. It includes some words which have not exactly the same pronounciation, but which, we fear, will be pronounced alike by many teachers. We should prefer to include these in the next twenty lessons which contain words often improperly pronounced alike. Twenty-three lessons are devoted to the exemplification of the rules of spelling. We commend this speller to those teachers who have no faith in the "nonsense columns" of the traditional spelling book.

ECLECTIC HISTORICAL ATLAS. Cincinnati and New York: Wilson, Hinkle & Co.

The great excellence of the maps in Thalheimer's Histories has induced the publishers to issue them in a separate volume for the use of students and for general reference. A large demand for the work is insured by the fact that most historical and classical works are deficient in good maps, for the reason that such maps are very expensive. Our copy has already "gone to college."

——THE ATLANTIC MONTHLY for January (Hurd & Houghton, New York) is a full assurance that the current volume will not fall below any of its predecessors, and this means that in literary excellence it will continue to stand at the head of the monthly magazines. It devotes several pages each month to educational topics. The price, postage prepaid, is $4.00 a year.

——LITTELL'S LIVING AGE (Littell & Gay, Boston) absorbed its only competitor (*Every Saturday*) a few months since, and it now has exclusive possession of its special field. We will furnish *Littell* and this journal one year, postage prepaid, for $8.00.

——THE NURSERY (John L. Shorey, Boston) has no peer among the magazines for little folks. Its contents, typography, and illustrations are admirable. The subscription price, including postage, is $1.60 a year.

THE

NATIONAL TEACHER:

A MONTHLY EDUCATIONAL JOURNAL.

Vol. V. MARCH, 1875. No. 3.

CLASSIFICATION AND GRADING IN ELEMENTARY SCHOOLS.*

BY W. T. HARRIS.

1. There is great difference among pupils in the capacity to learn. Children who enter school at eight years of age, can, on an average, make nearly double the progress in primary work that pupils of five years of age can do. Bright, nervous children will make far more rapid progress than children who are stolid and dull.

2. The school must provide for this difference in rates of progress by frequent reclassification; otherwise the school will become a lifeless machine—a procrustean bed. It must be understood that when bright scholars are kept back for dull ones, that they acquire loose, careless habits of study; and when pupils of slower temperaments are strained to keep pace with quick and bright ones, they become discouraged and demoralized.

3. Besides difference in temperament, there is difference in regard to amount and regularity of attendance upon school. Some pupils are detained from school by sickness; some by the necessity of working for a living. Three months a year is all that can be afforded by the poorest people after the child is able to work. New arrivals in the city, or departures from the city, occasion a fragmentary participation in the privileges of the

* From St. Louis School Report for 1873.

school. Moreover, it is a singular fact that nearly one-half of the youngest pupils begin their school life in the spring, having arrived at school age too late the previous fall to enter before the inclement weather sets in. The number of pupils belonging to school at any one time, in St. Louis, is two-thirds of the entire number enrolled for the year. Hence the accession and loss of pupils during the year equals fifty per cent., or one-half of the average number belonging to school. It should be stated that the statistics of a large majority of other cities show a greater fluctuation than this. The general character of this accession and loss may be stated thus: In the lower grades there is continual accession, in the upper grades continual withdrawal of pupils.

4. Combining these two inequalities or differences with a view to restoring equilibrium—the continually developing difference of rate of progress in studies between pupils of the same class with the continually developing inequality of size of classes (in upper grades decreasing, in the lower grades increasing in size)—it is evident that provision must be made for promotion of the pupils who make rapid progress, and that this promotion will, at the same time, restore the proper quota of pupils to the teachers of the higher grades. A promotion made once in ten weeks—or once in a "quarter" or "term"—will generally suffice to keep the school in a state of equilibrium.

5. It is clear that frequent promotion should not be made by classes. The few best ones in the class should be united with the class above—it will seem a reward or a recognition of their excellence. After such promotion has been made through all or nearly all of the classes from the lowest, each class will find itself composed of its fair, average, and poor scholars, together with a few of the best from the next lower class in place of the few that it has lost by promotion. For a while, at least, the average and fair scholars in the class will have the stimulus of being the best in the class. The poor ones will rank as "middling", and the new pupils will begin as the poorest and slowly work up toward the top of the class. The advantage to the self-respect of the slower pupils which comes from standing in relation to their classmates as abler and better informed is not to be lost sight of.

6. Classification in a school is never absolute. No two pupils are of exactly the same degree of progress. The entire number in the school may be ranked from the highest to lowest, and

there will be found no wide gaps indicating a natural separation into classes, but the best of the class below would stand very near the poorest of the class above, no matter where a division were to be made. In dividing into classes, therefore, the proper number in the class is first to be considered, and next the qualifications. But it will not do, even for the sake of having a class of proper size, to combine pupils of widely differing attainments. As indicated in the above table, the numbers in the various years of the course vary nearly as follows:

1st yr.	2d. yr.	3d yr.	4th yr.	5th yr.	6th yr.	7th yr.	High School.
30	21	20	12	7	4½	2½	3

Provided the classes in the higher grades are to be of normal size, it is clear that the chances for proper grading are only one-seventh to one-tenth as good in them as in the lowest grade. The only remedy for this is to bring together the pupils of the higher grades into fewer schools. There may be very many schools with the lower four grades. There should be only five rooms devoted to instruction of the pupils of the sixth year in the course where there are thirty devoted to the lowest grade, or ninety-one rooms devoted to the five lower years' work. With us those schools giving instruction to pupils in the seventh or highest year of the district school course* are called "First Class" schools. For purposes of proper grading and classification, there should be one of these for each district enrolling four thousand pupils per annum, or for an average attendance of 2,500 pupils. Ten such schools would answer our purpose at present. As we have fifteen, we ought not to increase our number for five years.

7. As systems of schools are generally organized, the higher priced and most experienced teachers have charge of the upper grades of pupils. As their classes suffer depletion throughout the year, unless there is some regular mode of transferring new pupils to the care of those teachers, they will have very small classes the latter half of each year. Thus while the poorer class of teachers are overburdened, the ablest and best paid teachers have less than their quota of pupils. It is clear that

*At a late meeting of Superintendents of Western cities (held in November, 1873), it was agreed to adopt a system of eight grades for the work of the district schools, each grade corresponding to a year's work and accordingly subdivided into quarters. The cities of Toledo, Cleveland, Detroit, Cincinnati, Memphis, St. Louis, and Chicago have adopted this standard.

the policy should be to bring as many pupils as possible under the ablest and best paid teachers. The practice of frequent transfer of pupils is better for this purpose than the custom of transferring in bulk once per year.

8. The system of frequent transfer does not affect the individual pupil any oftener, on an average, than the system of transfer once a year. The bright pupils, it is true, have frequent opportunity to advance. The system is elastic for them. The slow pupils advance only when ready. The system discards one general epoch of transfer and reclassification at the close of the year, and adopts instead four or more partial transfers so arranged as to accommodate the two-fold demand: *first*, that the ablest pupils shall not be kept back; *second*, that the ablest and highest paid teachers shall, at all times, have their full quota of pupils. In the lowest grade, where several rooms in the same building are filled with pupils not advanced beyond the first year of their course, the bright pupil will change teachers perhaps three or four times in the year. In the higher grades the pupil will remain a year or more under each teacher.

9. How to provide for the necessary process of reclassification and transfer from room to room with the minimum of discouragement and consequent injury to that half of the pupils who fall below the average of attainment, is the serious question. If the sifting of each class for the advantage of the best ones is accompanied with "dropping" the few poorest ones into the class below, we have the maximum of injury. The class, as a whole, is not stimulated but only frightened at the degradation of the few hindmost. Those actually "dropped" are really disheartened. Besides, such sifting down tends to create a movement toward the lower departments instead of toward the higher departments where the vacancies are. When the opposite policy is followed, of promoting the few best instead of degrading the few poorest, the maximum of encouragement is attained. Sift up and not sift down. The school should be a living process, continually readjusting and adapting itself to the wants of the organization as well as to the capacities of the pupils.

10. How if the upper classes are quite small and yet the intervals are very large in regard to advancement—in other words, what if the more advanced pupils are very few? Central schools should absorb all the pupils of higher grade, leav-

ing to the other schools only such grades as they find it possible to provide with good classification. Without such combination with central schools, economy and perfect classification are impossible. Small classes and small provision for differences in capacity among pupils naturally result.

11. When promotion is made only once a year into the high school, the district schools are compelled to adapt their upper classes to this condition of things and accordingly make the work of the first grade begin at the beginning of the year and end with its close. The second grade likewise must fall into the same trammels. If a class should finish the work of the second grade before the close of the year, it must not take up first grade work until the beginning of the next; and if at the commencement of the scholastic year a class of the second grade has not quite finished its work, it is generally put at once into the work of the first grade although unprepared. The only alternative would be to let it work a year longer on second grade studies. The utter want of elasticity in the classification of the upper grades of the district schools, arising from the lack of frequent promotions to the high school, works violence continually to the interests of one-third of the pupils. All those delayed through sickness, the necessities of poverty, or inactive temperaments, either fall back a whole year or else in a vain endeavor to make up their deficiency overwork themselves or get discouraged.

12. The advantages of frequent reclassification are in brief:

(*a*) *Economy.*—Filling up the classes of the ablest and best paid teachers, and making room in the lower grades for new pupils constantly applying.

(*b*) *Rapid Progress.*—The pupils that learn readily are allowed to move forward as fast as their abilities permit, the slower pupils and those irregular in attendance neither allowed to hold back the more fortunate ones nor obliged to overwork and cram in order to keep up.

The disadvantages alleged are confined to the practice of changing teachers too frequently. To these it is sufficient to reply by a question: Is it desirable to keep a pupil back in his studies simply in order that he may recite for a long time to the same teacher? Every superintendent knows that a change of teachers brings the pupil in contact with a new individuality, prevents the danger of warping the development of character in the pupil, and is desirable oftener than once a year in

the lower grades and at least once a year in the higher grades—where the teachers are maturer and more highly cultured—until the pupil reaches the high school, where he recites daily to three or more teachers.

THE TEACHER THE VITAL FORCE OF A SCHOOL.

"The vital element in every method of instruction is what the teacher puts into it, and hence the prime fact in every school is the teacher." This extract from a paper read at Detroit last summer by the editor of this journal, has in it both wisdom and point. Of late years there has been a tendency to place the system of school organization before everything else. If a town or village has a system of graded schools with all the usual details of educational machinery, it is enough. Nothing further is required than to find persons to care for this machinery and keep it in motion. The protest implied in the extract quoted is timely, and the true function of the teacher is asserted. The teacher is the only proper educational force. The personal element is the important one, and all good teachers are such by virtue of their personal power. A man's power lies in that which is peculiarly his own, and not in that which he possesses in common with all other men. Those who have this idiosyncratic power make strong teachers. All should have more or less of this power, and it will show itself unless there be in the surroundings elements of repression.

In former years each school was shaped by the master, and if he had any peculiar power, it was manifest. His weaknesses, if he had any, were apparent, and there was sometimes no little indirect educational value in them. The writer remembers two teachers of his boyhood—one young, fresh, free, and spontaneous, of fine scholarly tastes, but without systematic methods; the other a teacher of large experience, and of entire devotion to external rules. He was a famous disciplinarian. The first mentioned teacher was a quiet, modest young man, teaching a village school in New England the first winter after his graduation from college. He spent very little time in administration work, in carrying out the details of a system of external rules and methods. There was a little of old-fashioned discipline and some corporal punishment, as the writer per-

sonally remembers, but the chief value of the school lay in the teacher,—in his power of imparting his own interest and zeal to the minds and hearts of his pupils. Lads were lifted up from the low plane of school drudgery into a love of study and of all forms of quickening thought, and many subsequently became men of thorough culture and of notable influence. The girls caught the influence of the school as well, and many of them became persons of generous and tasteful cultivation. It was withal a happy school, for the teacher was thoroughly esteemed and loved.

The other teacher was a man of large experience in public schools, and a strong believer in system and rules. He was inexorably exact and exacting. He had neither flexibility of spirit nor of spine. The five minutes allotted to the boys and girls in which to thaw their frozen toes or dry their wet ones, must in all cases suffice. The letter of the rule must always be maintained. It was before printed copy books had been introduced into country schools, and our teacher wrote out our copies in a slow, stiff, laborious style, as stubbornly rigid as himself, and woe to the pupil who did not imitate every detail of ugliness. We used for a text-book in arithmetic, Daboll's Schoolmaster's Assistant, a dull and fearful affair. Our teacher neither explained a rule nor aided to solve a problem. He prided himself upon his mathematical ability, but his system of instruction contemplated no such personal and flexible aid as all pupils need. When all our resources were exhausted, he was prepared to assert his mastership of the situation, and he took from the sacred recesses of his desk a precious manuscript book in which all the profound mysteries of Daboll were unfolded, and each problem wrought out. Only for a few minutes could we enjoy the blessed vision, and the manuscript book, the achievement and glory of his life, was returned to its place of safety. The whole proceeding was as methodical as it was absurd.

He had another gift which he regarded as quite distinguishing and which he often exercised,—he could scent a kernel of parched corn in the depths of the profoundest pocket. Popcorn must never pass the threshold of his schoolroom. When the inverted pocket had disclosed the hidden or forgotten grain, the ferule upon the hand of the luckless victim attested the inviolability and sacredness of the rule.

That school was something wonderful for its rules and sys-

tems of organization and procedure. The teacher threw all his soul and force into the working of a system. But he was incapable of exciting the slightest zeal or scholarly ambition in the mind of a pupil. He had no points of personal contact with boys and girls, but they felt his system as they would a thumb-screw. There was no true education in that school.

Now let these two somewhat typical men become teachers in the graded schools of to-day, and what would be the result? The latter would in his love for routine and a rigid and inflexible system become great. A willing Mantalini he would glory in his mangle, but his school would be dreaded by the boys and girls like a penitentiary. The first-mentioned teacher would doubtless make a conscientious effort to carry out the rules of the superintendent or school board, but his soul would grow weary, and, should he retain his place, he would lose his interest and power, and degenerate into a conscious and despairing machine.

The way is thus prepared for the question which must inevitably come before the friends of education, viz: Does the present graded system of public schools *tend* to destroy the freedom and take away the idiosyncratic power of the teacher? There is a class who apparently believe in taking away such freedom and power, and would fill the army of teachers with merely drill-sergeants. They think that souls with all their marvelous capabilities and instincts should be molded into fixed and unalterable forms as bricks are molded in machines. No true teacher or intelligent parent can believe this. There must be flexible teachers, strong enough and wise enough to make the systems they administer flexible. Drill sergeants are well enough in an army, but Shermans and Napoleons are better.

But I do not suppose that our wiser people have yet reached the point of desiring all teachers to be alike and all to work within the straitened limitations of the same grooves. The question is, Does the present system of graded schools *tend* to this result? Some already believe this, and many are beginning to fear lest it may be so. In the quotation at the beginning of this article, it is said that "the prime fact in every school is the teacher." Many now think that the prime fact in our graded schools is not the teacher, but the system. The individual power of the teacher is too little felt. The system tends to destroy it. An intelligent and experienced teacher recently told me that, in his opinion, a good teacher in a

country school where he had freedom and play for all his mental and moral force, would in a six months' term accomplish more than in a graded school in nine months. In the graded schools the individual and personal power of the teacher is, we fear, scarcely felt. The teacher, indeed, is scarcely remembered. In many educational institutions the student feels the molding power of the mind and heart of the instructor, and such instructors are ever remembered with gratitude and esteem. But in our graded schools the boy who passes through the whole course will have a confused recollection of a great many teachers, and the most he remembers of them is that they all administered a school time-table, made out averages, and did other routine work, anxious chiefly to pass him and his classmates safely on to the next higher grade. He passed his teachers on his educational journey as a traveler passes mile-stones. They indicated progress merely.

If the difficulties of the system already suggested have any weight, they are rendered graver by the fact that in the future the mechanical and routine character of such schools will be intensified. As yet many teachers and superintendents are persons not educated in the system and who have felt in their own training the marked personal force and idiosyncracy of instructors. They have not lost altogether the good effects of such influence. When they pass away and all our teachers in graded schools are themselves the product of such schools, we shall see the full effect of the system both upon teacher and pupil. This brief article merely opens the discussion. Let the evil be understood, and the remedy will be found. A.

SCHOOLROOM EXPERIENCE.

I sat in my schoolroom at the close of an unusually hard day's labor. The whirl of noise and unrest had departed with the last pattering feet. Each slate was in order, every book in place, and, as I looked round upon the vacant seats, my mind ran over the mental peculiarities and habits of each possessor.

Here sat Wesley who had not attended school until about eight years of age, but had been taught by his parents, and consequently was quite advanced in reading, while his arithmetic, spelling, and writing had received little attention.

"What should I do with Wesley!" had been my repeated exclamation. He could read intelligently, and with expression, yet could not add two and two, neither could he make upon his slate a single letter. I had spent hours in the endeavor to bring him up in these neglected branches, but it was of no avail. As a consequence he must remain a year longer in the B grade, when rightfully he belonged in a higher department, and might have been there, but for the failure of his parents to send him earlier to school or to teach him in accordance with our present methods of instruction.

Here sat James, who, instead of writing out his lesson according to the prescribed methods, could do nothing but print, and that in the most awkward and blundering manner. I had spent much time, to the disadvantage of the other pupils, in the almost vain endeavor to instruct him in these simplest elements in which he should have been thoroughly drilled two years before.

Yonder sat John, a stout, burly Swede of honest face and flaxen locks, who was in the A class, reading in the First Reader. Upon a few moments' examination I had found that he could not tell a single letter at sight, nor attach to any one letter its proper sound. A little closer examination revealed the fact that he had learned his lessons by hearing them repeated by the older pupils, and, when called upon to read according to the usual routine, he repeated his verse, knowing it by the number, with his eyes fixed most intently upon his book. Bidding him close the book, I called him to the rostrum, telling him to read as far as he could. He commenced at the beginning, gave lesson and verse, and repeated, without hesitation and nearly verbatim, fully one half of the reader, when, exhausted in my attempts to listen, I stopped him, and sent him to his seat. Here truly was talent; and "What should I do with John?" was a question which puzzled my brain.

There sat Peter, a specimen of Darwinian evolution, a stiff Hibernian with unkempt hair and dirty face, whose little soul was just as full of future capabilities as his fairer American brother. On account of his forbidding appearance, my predecessor, according to my after conclusion, had passed by him in recitations without notice, and now every day I was compelled to spend ten extra minutes in class in teaching Peter the simplest elements of reading.

In the school were many examples similar to these I have

given. It was difficult to find two pupils who were really capable of taking equal positions in the same class in all acquirements. Some read finely, but knew nothing of number; others could write passably well, but their reading was a miserable jargon with not a single word distinctly uttered. Some spelled well and others could not spell at all. In the B and C classes this chaos reigned supreme, and in vain I had said to myself, "How shall I bring order out of this confusion?" For six weeks I had been trying to secure some degree of classification. I had changed and rechanged, divided and subdivided these classes, but without any perceptible improvement. Every child seemed possessed of a peculiar talent, and no two had the property of being exactly in the same place at the same time.

The condition of this school had been caused by carelessness and inattention on the part of its teacher. No amount of ignorance could have thrown any school into such confusion. Pupils had been neglected, reciting but seldom, and to bring up the smaller pupils, leaving the duller ones behind, had been the chief aim. Concert reciting had been a prominent feature, and in this their skill was truly admirable. When called upon to recite, the whole school commenced waving to and fro, and such a swinging of bodies, and fluttering of heads, and screaming of sounds we feel assured were never before witnessed. As each sound or word was uttered, the whole school gave a swing to the right, then backward to the left, keeping time as the volume of sound poured from the open mouths.

There were some fine scholars in the school, showing careful training and diligence in teaching. But inattention to individual needs and peculiarities and in individual teaching there had certainly been a failure. In a school of sixty or seventy pupils, this individualized teaching requires great watchfulness. A certain *laissez faire* so thoroughly pervades our American disposition, that teachers, overcome by a constitutional laziness, are liable to fail to keep up the odds and ends of their school work, seeing to it that no one pupil passes over a single lesson imperfectly recited or misunderstood, and giving to each child his proper amount of care and time.

But, however difficult a task this may seem, it is the only method by which we can teach successfully, and with permanent results. John *must* be taught his letters before entering the A grade. Wesley *must* learn to write, and James to add, and Peter *must* be given the full extent of the law. These

slower children have souls in God's sight just as white as ours, and they have equal demands upon our time, our attention, and our sympathy.

Three Rivers, Mich. SARAH C. STERLING.

EXPERIMENTAL NOTES.—IV.

THE THERMOMETER.

It is most desirable in all physical experimentation to furnish as much work as possible for the student to do himself. When he makes the experiment, in addition to being more fully convinced of the truth of the principle or law which he has demonstrated, he is supplied with forcible illustrations of the invariability of Nature; he acquires some little skill in manipulation, and he is enabled to see something of the mode of investigation which one must pursue when in search of the truth. Contrary to the general opinion, there are innumerable cases in which the student may with great interest and profit pursue simple researches with the object of discovery or verification. There is, perhaps, no simple and cheap instrument which is more valuable in this connection than the common thermometer.

Let us examine one or two of the things which may be done with it. In general, two thermometers should be provided. If possible, these should be *good* instruments—either enclosed in a narrow glass case, or with the graduation on the outside of the tube. The common thermometer sold in the stores will, however, answer the purpose very well. They should have a range from 0° F. to 212° F., and the tin cases can easily be removed after pasting a strip of paper upon the tube and transferring the graduation to it. As the best mode of presenting the use of the instrument, I will describe fully a couple of experiments made with a single instrument within the last hour.

Besides the thermometer, I was provided with a watch and a lamp. Anything suitable for warming the thermometer will do. The first series was for the purpose of verifying Newton's law of cooling. This law may be expressed by saying that the rate of cooling of a body is proportional to the excess of its temperature above that of its surroundings. For instance, sup-

pose the temperature of the room in degrees Fahrenheit (which will be used in this paper throughout) be 70 and that of the body 200. Now if at the end of ten seconds the body has cooled to 180°, the excesses will be respectively 180° and 110°, and the ratio of the latter to the former nearly .85. If the law and the observations be absolutely accurate, the excess at the end of the next ten seconds would be .85 of 110° or 93°.5, and at the end of the succeeding unit of time .85 of this, and so on. Dulong and Petit have shown that the law falls short of giving the true ratio of cooling when the differences of temperature are considerable, but in general this deviation will be overshadowed by errors of observation. In the verification of this law, as attempted in the following series of observation, but a single trial was made with each interval of time, and doubtless more accurate results would have been obtained, had the averages of several trials been tabulated.

The simple thermometer with naked bulb was held over the lamp, until it indicated a temperature of about 190°, care being taken to warm the bulb alone. It was then removed from the source of heat and allowed to cool, the time being observed when it indicated 180°. In 40″ it was read again and 146° noted; at the end of another 40″, 123°, and so on. The results are given below:

Temp.	Excess.	Ex. × .72.
180	120	.....
146	86	86.4
123	63	61.9
106½	46½	45.3
94¾	34¾	33.6
86½	26½	25
80	20	19
75½	15½	14.4
72	12	11.2
70	10	8.6
68¼	8¼	7.2
66¾	6¾	5.9
65¼	5¼	4.9

The temperature of the room, it will be noticed, was 60°. The student can, by a little practice, be able to read the thermometer to quarter degrees with ease. The numbers in the last column are the results obtained in accordance with the law by multiplying each excess by .72, this being obtained by dividing the first excess by the second. It will be perceived that there is considerable regularity in the discordance, which

amounts to about one degree in each case. When this occurs the student should be led to study to discover its cause. The record is, however, a tolerable verification of the law. The experiment can best be made by two persons—one to call time and another to read the thermometer. With the observations a curve should be constructed in accordance with the plan described by the writer in this journal sometime ago. The *times* can be laid off on a horizontal line and the corresponding excesses on vertical lines. The result can not fail to be of interest.

An instructive addition to this study, and one which opens a wide field to the student, is the observation of the length of time which is required by the instrument in cooling through a certain constant number of degrees, modifying only the condition of the bulb. The following are results of a few experiments in this direction: The instrument with the naked bulb was heated up to about 170°; it cooled from 160° to 120° in 69″. It (the bulb) was coated with lamp black by holding it over the flame of a smoking lamp; it cooled through the same degrees in 67″. The bulb was coated with white paper, and the time was 76″. It was varnished with mucilage, and the time was 74″; coated with tin foil it became 90″.

This series of experiments did not occupy more than a half hour, and might have been extended almost indefinitely with interest and profit.

Ohio A. & M. College, Columbus, O. T. C. M.

EDUCATION OUTSIDE OF THE SCHOOLS.

Is there no good education but that which is literary? Is the ignorance with which it has beeome proverbial to associate vice and crime, a simple ignorance of books? Is a literary education the only one to be deemed a safeguard to our civil institutions? Is a literary education the only sufficient preparation for the duties of life? Is mere illiteracy dangerous to the state? and is mere literary acquisition, an assurance of civic virtue? Is there no good education possible to those who can not, or do not, attend the schools? Is it an invariable rule that those who are most successful in school studies become the most useful and enterprising citizens? Are there not many

good citizens, who, as pupils, did not distinguish themselves? Is there salutary and adequate education outside of the schools?

These are questions suggested while listening recently to a discussion upon "illiteracy", and it is the intent of this paper to offer a suggestion or two going to sustain, rather negatively perhaps, the affirmative of the last one, though it may be apparent heresy and treason for a teacher to do so.

It is assumed that whatever fixes the mind upon a noble aim, develops a worthy purpose, imparts courage and strength to surmount difficulties, and supplies the fortitude to persevere till success is gained, is essential education. Whether this influence proceeds from religious consecration, from parental inspiration and training, from any worthy affection, from a scholastic course, from pursuing any practical vocation, or from whatever sufficient source, the main result is identical, to wit, mental and moral growth and power.

Many a pupil attending school year in and year out, under the unqualified notion that "going to school" is all in all, utterly fails of growth and training, and issues from school at length the merest cipher. While many a boy and many a girl whom some household exigency has sent from school, or kept from school, has found in the discharge of other duties, as efficient discipline as the schools could have given, and perhaps more so.

It is time a sharp admonition were sounded in the ears of many parents that mere attending school, or mere respectable standing at school, does not assure mental acuteness, or moral character, or general ability. The schoolboy who spends the hours outside of school either in blank idleness, or in contracting the nameless and numberless vices that characterize the crowd of loafers at the village grocery or saloon, will surely find his work at school more than canceled by these dissipating laxities, and his parents will never cease to wonder that school does him little good.

Our American idea of "schooling" doubtless tends to an extreme. From a conviction that school training can do much to strengthen and mould the character of the future citizen, careless parents go to the extreme of thinking it should and can do everything. But it remains that pupils spend three times as many hours out of school as in, and every teacher knows that if the main influence of the eighteen hours be dissipat-

ing, or otherwise adverse, the work of the six stands little chance against the prevailing current.

It remains that the average parent has far more to do, on the whole, in educating the child, than the teacher. The pupil will be, in the end, what parental care or parental neglect has made him. Happy for him whose careful home training is enforced and hightened by his school work!

But if his school education must, at first and continually, undo the outside work, it will not be strange if the greater and more constant pressure prevails, in many cases at least.

Collamer, O. H. F.

METHOD OF TEACHING BEGINNERS TO READ.

Chapter III.—The Difficulties in Our Alphabet.

Thousands of teachers who have encountered these difficulties have never studied them, yet they are easily recognizable. Though exceedingly numerous, they are sometimes gathered into one Gordian knot, and cut at a single blow by some odd genius, who insists that he *wil spel words az tha ar pronownsed.* But this privilege being claimed by and granted to genuis alone, we, of the vulgar throng, are compelled patiently to unravel the difficulty, thread by thread.

Reserving the discussion of each for its proper place under the different methods, we simply state and illustrate the most prominent and practical difficulties as follows:

First: Letters have names which are not the same as, and do not reliably indicate, their sounds. For instance, a and x by their names would spell ayex, b-o-x would spell beeohex, c-a-t would spell seeayetee, d-o-g would spell deeohgee, etc.

Second: Letters have sounds which are not the same as, and do not reliably indicate, their names. For instance, an analysis of the pronounced word, "ax", would give the first letter the sound of short *a*, but its name is *aye;* the second the sound of *ks*, but its name is *ex.* An analysis of the pronounced word, "box", would determine the first letter as *the sound of b*, the second, *oh*, the third as *ex*, not one of which terms is the name of the letter.

Third: One letter represents many sounds. For instance, according to Webster, *a* has two regular and five occasional sounds

illustrated respectively in the words: chamber, fat, share, father, ask, all, and what.

Fourth: One sound is often represented by different single letters. For instance, the long sound of *e* is represented by *e* in "she", by *y* in "yet", by *i* in "machine."

Fifth: One sound is often represented by a combination of letters and at the same time has no single character to represent it. For instance, the sound of *sh* in "show" and "nation", also of *th* in "the."

Sixth: One letter may represent a combination of two or more sounds. For instance, *i* in "high" is composed of Italian *a* and long *e*. This difficulty is not important.

Seventh: Many letters are silent. For instance, *u*, *g*, and *h* are all silent in "though."

Eighth: *Some words contain sounds represented by no letter.* For instance, the sound of *w* or *oo* is not represented in "one"; it is in "won."

Ninth: Primers do not help the *teacher* to determine the correct sounds of letters.

These few difficulties will suffice for the purpose of comparing the different methods in their power to remove them from the path of a young teacher. It matters little whether we consider the difficulties as encountered by the teacher or pupil. For what is easy or difficult for the one makes ease or difficulty for the other. Yet the teachers are most immediately concerned in an improved method. For by just as much as difficulties for the pupil are diminished or removed, by just so much is the labor of the teacher lightened or dissipated.

N. N. School, Lebanon, O. R. H. HOLBROOK.

ERRATA.—For "method" in heading, p. 94, read *methods;* for "genuis", l. 19 from bottom, read *genius;* for "*oh*", l. 4, read *ah;* for "*ex*", l. 3, read *ks*.

HOW TO ASSIST THE MEMORY.

A good memory is a good thing. We would all be much better off if we could remember names, faces, everything better.

The teacher should teach mnemonics as a part of the curriculum. The judgment should be developed, the perceptive powers trained, analysis taught, and the true teacher will place these first; but the memory should not be neglected. It should be aided by every possible means. A great many teachers

make memory the principal thing. These are the rote teachers. They slice off so many pages, and say "get that." The pupil commits the allowance to memory. How? By the hardest possible way, repetition. He repeats it over and over until it has made an impression, and he can repeat it mechanically. Then, if he remembers it longer than the recitation hour, what does he remember? Words only; not ideas. He was not studying ideas. The teacher told him to get that, and he got it. Stating it simply, he copied it from the page to his brain—the words only, not the ideas.

The true teacher gives a topic, a subject. He tells the pupil that the books will give him information. He tells him to get the information, to understand it. He has to exercise his judgment in choosing what is important, in understanding the author. He exercises his perceptives in finding out from a mass of words what he wants. He classifies the knowledge obtained, thus improving his analytical powers. But in doing all this he is cultivating his memory. When we make an effort to understand anything we remember it, that is the substance of it. When we have trouble to dig anything out, we are apt to remember it. When we arrange and classify what we have obtained, we remember it; for the picture is brought out, is no longer a medley and confusion. Thus, while disciplining the mind, he is cultivating the memory and storing up facts, ideas.

It is necessary, perhaps, to remember some things we do not understand. When we learned that three times two are six, how many of us understood it? Children acquire a mass of facts which they understand in after life. The memory of the child is active. Its mind is plastic, and impressions are easily made. There is no harm in the child's knowing that Columbus is the capital of Ohio, if he does not know what capital means. He learns to spell words of which he finds the meaning when he grows older.

There are many little devices to assist the memory, depending upon the power of association. The more effectual associations are those calculated to produce a powerful impression. The impression may be pleasurable or painful. While teaching, we had a bright little girl in geography class whose memory of names was rather deficient. She had objected to entering the class, because she said she could not remember the names of places. We found this the case, and that while her

judgment and perceptives were good, she had great difficulty in remembering the most important names. We struck the key-note to her mind by accident. She made the ludicrous blunder of calling the strait of Dardanelles, the "strait of Darn Needles." She never forgot the name or the location, and we made use of the expression to aid in locating other places by saying they were near the "strait of Darn Needles." Applying the idea we found that it was easy for her to remember names when something amusing or interesting could be associated therewith. The meanings of geographical names were found to be a valuable association. Thus Missouri means "muddy"; Mississippi, "Great River"; Azores, "Isles of Hawks"; Patagonia, "big feet"; Finisterre, "end of the land", etc., etc. Any interesting event or circumstance connected with a place always assisted in remembering it. Thus Corsica, Elba, and St. Helena are islands made memorable by the great conqueror, Napoleon. The popular names of cities, states, etc., as "Monumental City", "Crescent City", "Garden City", "Hoosier State", "Buckeye State", etc., helped much to fix facts in the mind. We all know how the little rhyme, "Thirty days hath September", etc., helps us in remembering the number of days in the months.

There are many of these little devices which the teacher should always have at his tongue's end to give to his pupils. He should keep in a book a list of all these little points as he gathers them from his general reading, and frequently refresh his memory by referring to them. It is the attention to such seemingly little matters that makes the great men in any profession. The teacher should bend everything to his purpose. In his reading, in his conversation, in his travels, he should be awake to every point that may possibly aid him in his work.

Hamilton, Ia. G. DALLAS LIND.

——NOR have I very much hope for the improvement of teachers who fancy that they know so much about the business that there is no occasion for their reading professional works or catching the spirit of progress from the pages of educational journals or the proceedings of educational conventions—who disdain teachers' institutes and begrudge any time they may be required to devote thereto.—A. T. WILES, *in Annual Report.*

EDITORIAL DEPARTMENT.

——We copy by request the discussion of the question of classification in the report of the St. Louis schools for 1873. In this article Dr. Harris has formulated his views, presenting them both concisely and clearly. The fact that he is subjecting the system of short class intervals and frequent promotions to the test of experiment, gives special significance to his utterances on this subject. We commend the article to the careful perusal of our readers.

——We indorse what our "Sub" said last month on originality in teachers, and we know he will agree with us that it is not necessary to reduce an entire corps of teachers to operatives because a few of them are too ignorant to rise above crank-turning. It may also be questioned whether a teacher who is only capable of doing operative work, should be employed in any school. Only a small minority of the teachers in our best schools can be in this pitiable condition, and we venture the remark that the exercise of a little ignorant originality by them would be better than so much pattern teaching. There would, at least, be some life in their methods.

——A careful reading of the full text of the Wisconsin decision on the rights of parents to determine the studies to be pursued by their children in school, shows that it does not expressly deny the right of boards of education to prescribe the studies of pupils. The court is careful to say that "this decision is not designed to interfere with the making of needful rules and regulations for the organization, *gradation*, and government of the schools"—duties enjoined upon boards of education by the statute. What is denied is the right of a teacher, in the absence of authority conferred by the board, "to *inflict corporal punishment* upon the child for the purpose of compelling it to pursue a study forbidden by the father." This was the case before the court. A teacher whipped a boy for refusing to study geography in obedience to the command of his father, and was prosecuted for assault and battery. The court does, however, affirm the right of the parent "to make a reasonable selection from the prescribed studies for his child to pursue", and the inference is, that such "reasonable choice" should not be forbidden or denied by the rules of the board. The court does not say who is to decide that the parent's choice is reasonable.

——We learn from the *Common School* that the Supreme Court of Iowa has decided that "directors may determine what studies shall be taught in the school, but a parent may elect which of such prescribed branches his child shall study." This decision, if correctly reported, covers the

whole ground, and is subversive of all proper classification and gradation of public schools. It is, at least, not easy to see how pupils can be divided into classes and transferred successively from room to room, if at every step in the course parents have the sole right to select the studies which their children shall pursue. The difficulty was clearly stated by Supt. Williams, of Wheeling in our last issue. To deny parents all right to determine the studies of their children seems to us an opposite extreme. There are cases when the wish of the parent should be both expressed and heeded. While it is neither necessary nor best for all pupils to take precisely the same course of study, it is necessary that all irregularity be under the direction and control of the school authorities. There is a community of rights in a public school, and the rights of one pupil must be so exercised as not to interfere with the equal rights of others—a principle conceded in the Wisconsin decision. It is the duty of the school authorities to see that it is not violated. They must decide whether the request of the parent respecting the studies of his child can be granted without detriment to the school and consequent prejudice to the rights of other children. We believe that the course of study in public schools can be made flexible enough to permit all needful departures from uniformity.

——Miss Lathrop informs us that the criticism of her report in our last number, is based on a misunderstanding of the committee's recommendation. The second resolution favors the substitution of "a disciplinary study for general history in the *initial* examination", and the fourth recommends "as supplementary to the present requirements, a definitely outlined course of literary and *historical* reading, to be regularly pursued at option, by such as hold high grade certificates, one session of the annual institute being employed for such examination." It thus appears that the committee would not exclude general history from the examination of teachers applying for a renewal of their certificates, and that an additional means for securing the reading of history is recommended. In the body of the report the proposed substitution of a disciplinary study for general history is not restricted to the initial examination, and hence the misunderstanding and criticism. We find so many good things in the report that we have concluded to publish the most of it in our next issue.

——Every year makes more apparent the mistake of the National Government at the close of the war in not promptly and generously aiding the Southern States in the establishment of public school systems. If Congress had voted annually a conditional appropriation of three to five millions for this purpose, there would now be efficient school systems in all of these states, and the present condition of affairs would not exist. The failure of our statesmen to see the sharp line dividing national aid of education and national control of education, has permitted almost a generation of voters to grow up without school privileges. In properly avoiding the error of establishing a national system

of education, they have fallen into the opposite error of withholding needed assistance. These states were too poor, if willing, to meet the demand for school privileges made imperative by the war and subsequent legislation—a demand involving an immense outlay for buildings and furniture. The proffer of financial assistance by Congress would have greatly disarmed opposition, and secured necessary action on the part of the people. Such assistance would not only have been constitutional, but it would have been in accordance with the policy of the government almost from its earliest history. It is difficult to understand the hesitancy of Congress to pass the pending bill devoting the proceeds of the sales of public lands to educational purposes—a measure almost universally commended.

——THE *Atlantic Monthly* is publishing a series of editorial articles, ably reviewing the school reports of the country. The February article is devoted to the Middle States and "their nearest Western neighbor", Ohio. The editor says that "in the three great commonwealths of New York, Pennsylvania, and Ohio lies the centre of gravity of our Union. As they sway or rest, so sways or rests the national policy, and how they are educating their youth is therefore of truly national importance." The excellent review is marred by a few mistakes which doubtless arise from an imperfect personal knowledge of the school systems of these states. It is stated, for example, that there is no high school system proper in Ohio, the high schools being "only the New England grammar schools, with some advanced classes added." This is true of the high schools in the smaller towns, but Ohio has many high schools of a high order. The editor stumbles over the reported balance on hand of $2,712,707, which he thinks might better have been spent than hoarded. This balance is used to run the schools from the first of September until the March distribution. The schools would make poor headway for six months with an empty treasury.

——COUNT VON ARNIM in writing to Prince Bismarck of Thiers, then president of the French Republic, speaks of his getting up seventeen times in the Assembly, in one discussion, and always "infallible in the things of which he was ignorant"—a not very flattering picture, but one suited to the lineaments of a host of people. We are not sure, indeed, that it is not an almost universal weakness of our nature to feel ourselves strong where we are feeble, wise where we are foolish. How often do we see men of wide intelligence, who always give their opinions upon subjects on which they are well-informed with modesty and a pleasing deference to the views of others, but who, when they come to speak and act on subjects of which they know nothing, disport their infallibility and bull-headedness in a way that is often absolutely offensive to good manners. There is another class of men with whom one is inclined to have still less patience—those who are ignorant of everything and infallible in everything. These are the *bete noir* of the schoolmaster and school superintendent, when they happen to find themselves

placed by the sovereign voice of the people on boards of school directors. It is on educational questions that their infallibility shines with peculiar lustre. When an important and difficult subject comes before the board of which he is a member, such as a revision of the course of study, or a change of methods of instruction, our ignorant infallibilist will make you more speeches, and they shall be longer and louder than those of all the intelligent members put together. He is self-contained and self-complacent. But whither does this tend? The first of the above remarks to this: We wish that in the discussions in our various associations of the important questions now everywhere engaging the attention of educators, some of those engaging therein could be brought to rely less on assertion and more on logic, and to exhibit less infallibility and more knowledge. We are sure the cause of truth would gain by the change. J. H.

——SCHOOL BOARDS ought to have a settled policy in regard to discipline. Nothing can be more demoralizing to a community than the uneven way many of these bodies have of dealing with troublesome pupils. They are often suspended from school and restored half-a-dozen times in a year. They do no good for themselves whilst in school, and are a constant source of demoralization. They care nothing for being suspended, being quite sure they shall get back again, on conditions not very severe, and in the meantime they will enjoy a holiday. If boards would always act in such a way as to let parents know that their children must conduct themselves properly in school or be instantly suspended, and that a second offence will bring expulsion, a great moral force would be set at work, and school discipline would become the easiest thing in the world, both for teachers and parents. J. H.

—— A LADY who has no taste for and little knowledge of mathematics, wishes to know whether she can obtain a position in the public schools as a teacher without passing an examination in this branch. She feels that she is qualified to teach other branches with better success than many teachers now employed in the schools. The Ohio school law provides that every teacher of a common school must be qualified to teach six specified branches, including arithmetic, but a knowledge of other branches is only required of those who teach them. There are many high schools which wisely employ teachers who have not passed an examination in the higher mathematics.

——A SUBSCRIBER asks, "Which is the better method of teaching spelling, to permit the pupils merely to *name* the letters of a word from beginning to end, or to require them to pronounce the syllables as they proceed?" We should require young pupils to pronounce the syllables, both as an aid in spelling and as a needed drill in pronunciation. The *accurate* pronunciation of syllables in oral spelling is an excellent method

of learning the sounds of letters in combination. The "backing process" is of less evident utility. We should like to hear from teachers on this subject.

THE CLASSIFICATION QUESTION.

The present discussion of the subject of classification shows the importance of a clear understanding of the facts involved in any question. Supt. Harrington supposes that short intervals between the classes in a graded school necessitate a correspondingly frequent change of teachers, and, on this supposed fact, he bases his chief objection to such intervals. But, as Supt. Harris shows in his reply, short intervals do not necessitate a correspondingly frequent change of teachers. Take, for example, a graded school employing eight teachers and accommodated in eight rooms. The pupils must, on an average, remain the same length of time under each teacher whether the classes are separated by an interval of ten, five, or three months. The fact is the shortening of the class interval increases correspondingly *the number of classes*, and hence it necessitates either an increase in the number of classes under each teacher or a more frequent change of teachers. One of these results must follow. Take again, for example, a graded school with eight teachers. If the course of study covers a period of eight years, and the classes are separated by a year's interval, there will be eight classes, or *one* class to each teacher. If the class interval is reduced to half a year, there will be sixteen classes, or *two* classes to each teacher. If the class interval is reduced to one-third of a year, there will be twenty-four classes, or *three* classes to each teacher. A graded school with twenty-four teachers, a course of study covering eight years, and a class interval of one-third of a year, *may* be so organized as to assign but one class to each teacher, and, under such a system, the pupils would necessarily change teachers *three* times a year. This, we judge, is the kind of graded school Mr. Harrington had in mind when he wrote his article. A different organization obviates his objection.

Another fact seems too evident to need more than a clear statement. Short intervals between classes and frequent transfers of pupils do not and can not gather the bright pupils into one class and the dull ones into another. The pupils transferred are united with the poorest pupils of the next higher class, and bright and dull pupils are commingled in every class. The system does, however, prevent the chaining of bright pupils to *a set of dull ones* for a series of years. It is true that every class may recite in two divisions, with the bright pupils in one and the dull ones in the other, but no one, so far as our knowledge goes, has recommended or advocated such separation. It forms no part of the system of short intervals with frequent transfers, and hence can not be urged as an objection to it.

It is also evident that this system does not transfer the bright pupils only. All pupils are advanced, but the more capable are transferred most frequently. Some complete the course below the high school in

six years and others require eight years. Under any system only the brighter or more mature pupils can be *promoted* to a higher class. This requires the pupil to master or "make up" the intervening portion of the course of study without class instruction. The shorter the class interval the more easily can this be accomplished and, as a consequence, the greater the number of pupils who can be promoted. Whatever the class interval, a reclassification is effected either by *promoting* the best pupils or by *putting back* the poorest, and in either case a short interval must be better than a long one. If we understand the St. Louis system, the needed reclassification is secured by the promotion of the more capable pupils to a *higher* class. The pupils who are not promoted, are not put back in their studies, but are transferred from room to room as may be necessary for their advancement in the course. We think we should prefer less frequent reclassifications, say twice a year, and the promotion of a greater number of pupils, with a *review* of the ground passed over since the last reclassification. This would prevent any "breaks" in the course of study for those promoted, and, at the same time, those not promoted would have needed opportunities for a review of the subjects not well mastered by them. A few of the brightest pupils could be promoted between the periods of reclassification.

But is there any necessity for a reclassification of the pupils in graded schools? The entire discussion hinges on this question—*a question of fact.* Is it true that the pupils in a system of graded schools may be divided into say ten to twelve classes, with a year's interval between them, and that these classes may be advanced *en masse* from near the beginning of the course to the end of it without unduly holding back the more capable pupils or unduly hurrying the dull and backward? What is the result of experience?

Supt. Harrington asserts that the pupils who can not be advanced with their classmates throughout the course, "amount to a very small per cent of each grade", but this statement refers only to the New Bedford schools where the more capable pupils really take a *wider* course of study than the less capable. The adoption of this "circle-within-a-circle" system at New Bedford is evidence that the pupils composing the several classes, are not capable of keeping even step over the *same* course.

Another superintendent states, as the result of his experience, that about five per cent of the pupils composing the classes in graded schools "will show stength enough to be advanced during the year", and that only about five per cent will so fall behind that they ought, for their own good, to pass over the work of the grade again. If we understand this statement, it means that under the system of annual transfers, with a year's interval between classes, about five per cent of the pupils are so far in advance of their classmates in strength that they can, with advantage, make what Mr. Harrington calls a "kangaroo leap" into a class *a year ahead*, and that another five per cent are so far behind that they ought to be put back *an entire year.* If this be true, it is evident that a reduction of the class interval to five months or less would enable a much larger per cent to make the leap to a higher class. If five per cent of a class can be advanced over a year's interval, full twenty per

cent must be unduly held back. Our own experience and observation justify the remark, that the pupils composing the upper third of the lowest class in most city high schools, can accomplish as much in two years as the pupils in the lowest third of the class can accomplish in three years; and this statement accords with the testimony of high-school teachers in a considerable number of cities. What is true of the class annually admitted to the high school must be measurably true of the other classes.

But experience under the "year" system does not disclose the full extent of the evil under consideration, since, as we stated on another occasion, the brightest pupils being chained to the dullest, lose ambition and soon learn to keep step, scarcely showing their ability to advance more rapidly. What is needed is experience under a system which provides for the *needed reclassification of pupils.* It is not enough that the class interval be short, since classes can be advanced *en masse* whatever may be the interval between them. The necessary stimulus to effort can only be secured by breaking the classes at least once or twice a year, with a transfer of the more advanced pupils and their union with the less advanced of the next higher class. We venture the opinion that, under such a system, more than five per cent will show strength enough to be advanced.

Whatever may be true of the extent of the evil, all concede that there are serious objections to the advancing of pupils in unbroken classes over the same course of study. The main question in dispute is, Can these objections be obviated under the "year" system? The New Bedford plan seeks to remove the difficulty by making the course of study practically different for the two grades of pupils in each class, with no prescribed standard of scholarship, and Mr. Harrington bears enthusiastic testimony to its complete success. It seems to us that it would be much better for a teacher to instruct two classes separated by an interval of say five months, than to teach *two classes in one*—a class within a class. In most other cities having the year system, the difficulty is met, if met at all, by a reclassification, usually once a year, but the interval between the classes is too wide to permit a thorough reclassification. Only a very few bright or mature pupils are able to make the long leap to a higher class, and the result is that cases of promotion are exceptional. The only material change in the classes is effected by the non-transfer of a few of the poorest pupils, that is, by putting them back in the course *one year.* Is the reclassification thus effected sufficiently complete and just to meet the varying conditions and needs of pupils? Is the system a satisfactory solution of the problem of classification?

A clear understanding of the important facts to which we have called attention, will prevent a repetition of several imaginary objections which have been urged against the adoption of a class interval of less than a year. We unite with Dr. Harris in the desire to hear from Supt. Stone, of Springfield, Mass., and others who may have given this subject special attention. Let there be a free interchange of opinion on *real* issues.

SCHOOL RECORD OF THE NATION.

The fourth annual report of the United States Commissioner of Education (1873) contains 1048 pages, and is filled with important information respecting the condition and progress of education in this and other countries. It is of itself an unanswerable defense of the office, the facts it presents being of inestimable value to all who are directing educational affairs, in whatever capacity or location. This information could be collected and disseminated through no other agency.

A comparison of this report with any one of its predecessors shows a marked improvement in the amount, accuracy, and value of the facts presented, affording encouraging assurance that we shall soon have reliable data for judging of the educational condition of the whole country. The report proper contains a concise and valuable review of education in the several states and territories, from which it appears that the year was one of substantial progress, notwithstanding financial and industrial disasters.

It is too late, if we had time and space, to give an extended synopsis of this excellent document. The report for 1874 will soon claim our attention. We are indebted to Prof. E. H. Cook, of the Columbus High School, for the compilation of the following statistics from the Commissioner's tables:

Alabama—School population (5–21), 403,735; total enrollment, 103,615; average attendance, 73,927; number of teachers, 2,650; total school expenditures, $490,604.

Arkansas—School population (5–21), 194,314; average attendance, 32,863; number of teachers, 2,035; school expenditures, $441,537.

California—School population (5–15), 141,610; total enrollment, 107,593; average attendance, 69,461; number of teachers, 2,336; school expenditures, $2,113,356.

Connecticut—School population (4–16), 131,778; enrollment, 114,805; average attendance, 67,599; number of teachers, 2,955; school expenditures, $1,528,446.

Delaware—Has not a State School Commissioner, and makes no report.

Florida—School population (4–21), 74,828; enrollment, 18,000; average attendance, 14,400; number of teachers, 500.

Georgia.—School population (6–18), 343,635; enrollment (reported), 76,157; average attendance (reported), 32,240; expenditures, $223,667.

Illinois—School population (6–21), 909,828; enrollment, 655,508; average attendance, 329,799; number of teachers, 20,794; school expenditures, $9,259,438.

Indiana—School population (6–21), 631,549; enrollment, 459,451; average attendance, 286,301; number of teachers, 12,246; school expenditures, $3,559,827.

Iowa—School population (5—21), 491,344; enrollment, 347,572; average attendance, 204,204; number of teachers, 10,248; school expenditures, $4,229,452.

Kansas—School population (5–21), 184,957; enrollment, 121,690; average attendance, 71,062; number of teachers, 4,675; school expenditures, $1,464,816.

Kentucky—School population (6–20), 427,523; enrollment, 240,000; number of teachers, 5,521; school expenditures, $963,121.

Louisiana—School population (6–21), 280,384; enrollment, 57,433; average attendance, 34,000; number of teachers, 1,476; school expenditures, $723,824.

Maine—School population (4–21), 225,179; enrollment, 122,442; aver-

age attendance, 103,548; number of teachers, 5,998; school expenditures, $962,565.

Maryland—School population (5–20), 276,120; enrollment, 130,324; average attendance, 59,001; number of teachers, 2,555; school expenditures, $1,354,065.

Massachusetts—School population (5–15), 287,090; enrollment, 283,872; average attendance, 202,882; number of teachers, 8,449; school expenditures, $6,241,230.

Michigan—School population (5–20), 421,322; enrollment, 324,615; average attendance, 170,000; number of teachers, 8,000; school expenditures, $3,148,884.

Minnesota—School population (5–21), 196,075; enrollment, 124,583; average attendance, 54,895; number of teachers (reported), 2,638; school expenditures, $942,333.

Mississippi—School population (5–21), 317,264; enrollment, 148,186; average attendance, 125,000; number of teachers, 4,800; school expenditures, $1,136,986.

Missouri—School population (5–21), 673,493; enrollment, 389,956; average attendance, 122,186; number of teachers, 9,624; school expenditures, $1,780,901.

Nebraska—School population (5–21), 63,108; enrollment, 37,872; number of teachers, 2,222; school expenditures, $751,901.

Nevada—School population (6–18), 5,675; enrollment, 3,848; average attendance, 3,322; number of teachers, 76; school expenditures, $98,468.

New Hampshire—School population (4–21), 73,554; enrollment, 69,874; average attendance, 47,759; number of teachers, 3,823; school expenditures, $502,527.

New Jersey—School population (5–18), 286,444; enrollment, 179,443; average attendance, 87,840; number of teachers, 3,131; school expenditures, $2,471,343.

New York—School population (5–21), 1,560,820; enrollment, 1,036,999; average attendance, 503,240; number of teachers, 18,295; school expenditures, $11,256,894.

North Carolina—School population (6–21), 348,603; enrollment, 146,737; average attendance, 97,830; number of teachers, 2,690; school expenditures, $191,674.

Ohio—School population (6–21), 991,708; enrollment, 704,018; average attendance, 407,917; number of teachers, 21,899; school expenditures, $6,973,399.

Oregon—School population (4–20), 38,670; average attendance, 15,329; number of teachers, 607; school expenditures, $193,272.

Pennsylvania—School population (6–21), 1,200,000; enrollment, 834,020; average attendance, 511,418; number of teachers, 19,089; school expenditures, $8,310,505.

Rhode Island—School population (4–15), 42,000; enrollment, 28,245; average attendance, 22,435; number of teachers, 758; school expenditures, $602,811.

South Carolina—School population (6–16), 230,102; enrollment, 85,594; number of teachers, 2,374; school expenditures, $369,431.

Tennessee—School population (6–18), 427,443; enrollment, 169,679; number of teachers, 3,618.

Texas—School population (6–18), 280,000; enrollment, 129,542; average attendance, 83,000; number of teachers, 2,207.

Vermont—School population (5–20), 84,946; enrollment, 70,904; number of teachers, 4,215; school expenditures, $575,271.

Virginia—School population (5–21), 424,107; enrollment, 160,859; average attendance, 91,175; number of teachers, 3,757; school expenditures, $950,417.

Wisconsin—School population (4–20), 436,001; enrollment, 281,708; average attendance, 180,185; number of teachers, 5,881; school expenditures, $2,093,412.

EDUCATIONAL INTELLIGENCE.

—— When notified that a subscriber has failed to receive any number of this journal due him, we always remail it.

—— In sending subscriptions include ten cents for postage to be prepaid by the publisher.

—— The six ladies who were elected members of the School Committee of Boston, several of them the second time, have at last been admitted to their seats, and assigned places on the several committees.

—— The munificent gift of Mr. W. W. Corcoran to the Columbia University at Washington, consisting of property valued at a quarter of a million dollars, has been secured by the subscription of an additional hundred thousand dollars, necessary to fulfil the terms of the grant.

—— Between seventy and eighty women are now studying in Boston University, and a still larger number are in the preparatory department. The Sanskrit class includes two young ladies,—so far as is known the first of their sex, in America or Europe, to undertake this difficult study.

—— The Legislature of Vermont, at its late session, abolished the State Board of Education, and established in its place the office of State Superintendent of Public Education. Mr. Edward Conant has been elected to the new office.

—— We heard Dr. Henry Barnard say in a public address in Providence, that it cost 3,000 addresses to create the present state school system of Rhode Island, of which he delivered 1,500. One or more addresses were given in nearly every school district in the state.

—— The Detroit Board of Education has been highly commended for its wisdom in refusing to introduce drawing into the public schools, but it now appears that drawing has been made a branch of study in all the grades, at a cost of $4,500 a year. It is now our turn to commend the wisdom of the board.

—— The report of the public schools of Springfield, O., for the school year 1873-4, shows an average of less than one case of tardiness to each pupil enrolled, and in the Western District there was but one case to every five pupils enrolled! What city can report a higher per cent of punctuality than this?

—— The carriage of the Roman Catholic Bishop, of St. John, New Brunswick, was sold some time since for the non-payment of the school tax, as was also the personal proprerty of two cathedral priests. The bishop has published a letter in one of the papers of St. John, stating that he can not conscientiously pay the school tax imposed by the law of the province.—*Ilion Citizen.*

—— A LETTER received from a prominent citizen of Dayton, states that the schools were never in better condition than at present. He pays Supt. Hancock a high compliment, and adds that he is quietly and judiciously introducing reforms with no opposition from any quarter. Miss Lucy K. Rice, a graduate of the Oswego Normal School, has been elected critic teacher in the city normal school.

—— THOS. B. STOCKWELL, of the Providence High School, has been appointed Commissioner of Public Schools of Rhode Island, vice Thos. W. Bicknell, resigned to take editorial charge of the *New England Journal of Education*.—Prof. Z. Richards, Washington, D. C., can be engaged to give instruction in teachers' institutes—a work in which he has had successful experience.

—— THE committee of the New York Board of Education on the course of study has made an elaborate report in favor of "excluding all branches of study not strictly embraced in what is known as an elementary education." This recommendation doubtless applies only to the ward or district schools. No intelligent committee would think of abolishing the City College for boys, or the Girls' Normal School. We shall be glad to learn just what is included in an "elementary education."

—— AT the annual meeting of the State Teachers' Association of Massachusetts, held in Worcester, Dec. 29th, 1874, a committee was appointed to memorialize Congress in behalf of the continuance and liberal support of the National Bureau of Education. The memorial strongly commends the work already accomplished by the Bureau in the collection and diffusion of information on educational subjects. It is signed by D. B. Hagar, John D. Philbrick, A. P. Marble, Charles Hammond, and A. P. Stone.

—— THE teachers of Cincinnati are circulating a petition to the General Assembly for an amendment of the school law authorizing the granting of certificates in city districts for two, five, or ten years, the last grade to be renewed without reëxamination. The petition also states that teachers having once given examiners satisfactory evidence of scholarship, the renewal of their certificates should depend on their success as teachers. We have not learned whether the movement is receiving support from other cities interested.

—— AN Inter-Collegiate Literary contest took place in New York on the evening of January 7th. The prizes in oratory were awarded by Messrs. W. C. Bryant, G. W. Curtis, and Whitelaw Reid, and the prizes on essays were awarded by Col. T. W. Higginson, James T. Field, and Richard Grant White. The contest in oratory was participated in by eleven student representing six institutions—Cornell, Princeton, Williams, Rutgers, Lafayette, and the University of New York. The first prize was awarded to J. C. Tomlinson, of the University of New York, and the second to Walter D. Edmonds, of Williams College. The first and second prize essays were read by Allen Marquand, of Princeton, and George H. Fitch, of Cornell.

—— The *Ilion Citizen* (N. Y.) states that it is expected that "the subscriptions for the Agassiz Museum at Harvard will soon reach the desired amount of $200,000, thus making it possible to draw the $50,000 appropriated by Massachusetts. With this $250,000 new halls are to be built, new facilities for instruction are to be provided, and the classification and arrangement of the Museum is to be carried forward much further than it was at Agassiz's death. Eventually all the branches of natural history are to have their museums and lecture rooms on the square near Divinity Hall, where the Museum stands, and the Peabody Ethnological Museum is to be built in the same locality." The total contributions to the "Teachers' and Pupils' Fund" to Dec. 12, 1874, were $9,192.74. Of this sum Massachusetts contributed $2,555.07; Illinios, $1.982,54; New York, $1,106.97; Maryland, $815.33; and Missouri, $882.79. Pennsylvania contrbuted only $108.81, and Ohio only $174,25. It is proposed to keep the fund open permanently for contributions.

—— The execution of the new compulsory education law of New York is beset with many difficulties, and it is feared that it will prove a failure. The law is very defective, not even providing the means for its own execution, but the worst fact is the general disposition of school officers to make these defects an excuse for non-action. There is already a strong movement for the repeal of the law. We believe that there is not a state in the Union, some of the New England States possibly excepted, that will enforce a law compelling school attendance. The State Superintendent of Michigan reports that the compulsory law of that state, enacted four years since, is a *dead letter*, not an instance of its enforcement having come to his knowledge. The new law of California, which took effect last July, is reported "dormant." There may be *indirect* results justifying such legislation, but they have not been made very evident.

—— At its recent meeting in Washington, D. C., the Superintendents' Department of the National Educational Association appointed a committtee to present the following resolutions as a memorial to Congress:

Resolved, That this body reiterate and affirm the positions taken at its meeting in this place one year ago, as follows:

First. That the Federal Government should leave to the people and local governments of each State the management of their own educational affairs without interference;

Secondly. That great service was done to the cause of education by Congress in establishing and maintaining a Bureau or Department of Education, whereby appropriate information from all parts of the world may be gathered, digested, and distributed, and whereby much useful aid is furnished to the practical work of education throughout the country;

Thirdly. That the proposition to set apart the public lands of the United States exclusively for the purposes of free education meets with our heartiest approval; and

Fourthly. That it is the duty of Congress to furnish special aid to the school authorities of the District of Columbia.

Resolved, That, in order fully to perform the work pressing upon it and make its usefulness still more widely felt, we are satisfied the National Bureau of Education needs increased clerical force, and as it is

equally plain to us that the distribution directly by the Bureau of at least ten thousand copies of its annual reports each year, among school officers and those specially interested in the work of education in the different States and Territories, would do an incalculable amount of good, we therefore respectfully petition Congress, in the interest of the education of the people, to take the necessary steps to bring about these desirable ends.

Resolved, That a reasonable appropriation by the General Government is necessary to secure a full and creditable representation of the educational interests of the country at the approaching Centennial Exposition, to be held at Philadelphia, and we sincerely hope that such an appropriation may be made by the Congress now in session.

The memorial is signed by Supt. J. P. Wickersham, Pennsylvania, Supt. J. K. Jillson, South Carolina, John D. Philbrick, Boston, Mass., Supt. Alonzo Abernethy, Iowa, Supt. Alexander C. Hopkins, Indiana, and Sec'y B. G. Northrop, Connecticut.

ROCHESTER, N. Y.—The following letter shows that the hope we expressed in our January issue, was well founded:

E. E. WHITE, ESQ,—*Dear Sir:* I thank you for the compliment you pay our public schools in the last number of your excellent magazine, in the use of the adjective characterizing them.

I write chiefly to say, however, that the schools have not been discontinued for a day, and that our financial troubles are nearly at an end, as the Common Council have just voted to appropriate all the money needed to carry us through. Neither has the Board of Education done the suicidal thing, it has been charged with doing, viz., cutting down the salaries of its teachers. The year promises to be the most successful in the history of our schools, notwithstanding our financial difficulties.

With my best wishes for the success of your journal, commensurate with its excellent character, I remain,

Yours, respectfully,

Rochester, N. Y., Jan. 15th, 1875. S. A. ELLIS, *Supt.*

SPRINGFIELD, MASS.—A late number of the *Springfield Union* contains the report of the public schools for the year 1874. The School Committee's report, written by Dr. A. D. Mayo, is a model document, concise, pointed, and progressive. The reported improvements of the year include the adoption of a new course of study, the introduction of drawing into the primary and grammar grades, new facilities and increased efficiency in the training school, the unusual activity and interest of the entire body of teachers, and the removal of the high school to its new building, with important changes in its organization. The entire report is permeated with the spirit of progress. The report of Supt. Stone is also an able and excellent document, one of the best which we have had the pleasure of reading. In addition to a full statistical exhibit of the schools, indicating marked progress in several directions, it contains a very interesting account of their organization, instruction, and discipline, special attention being given to the subjects of health, course of study, and classification. We hope soon to present Mr. Stone's views on the last topic named, and we are strongly tempted to copy his sensible remarks on school discipline. We learn from the report that the whole number of pupils enrolled in 1874 was 5,448, and that the average number in

daily attendance was 3,804, a gain on the attendance of the previous year. The number of teachers employed in the day schools was 128, and the total current expenditures were $109,946.90.

WHEELING, W. VA.—The report of Supt. Williams for the month of December gives an enrollment of 2,819; an average daily attendance of 2,472; number of cases of tardiness, 1,331; number of pupils "perfect" in attendance, 808. The evening schools, opened Nov. 2d, were attended by 451 pupils, with an average attendance of 353. The number of pupils studying history was 82, physiology 14, natural philosophy 28, chemistry 29, astronomy 11, United States constitution 20, rhetoric 19, drawing 733, German 433. The annual examination for promotion was held the last week in December, and marked improvement in the papers of the pupils is reported. The teachers' meetings held the second Saturday of each month are well attended, and a good degree of interest is manifested. The exercises consist of class drills in branches taught in the schools, select readings, essays, lectures, and discussions relating to educational matters having a bearing on the work of the teacher. We are happy to add that the continued progress of the schools has been assured by the reëlection of Supt. Williams.

OHIO.—IN our notice of the Columbus High School last month, we stated that formerly "all who passed over the prescribed course were permitted to graduate." This was true of the school in its earlier history, as we learned by inquiry, but the sifting process (not always by written examinations) has been used more or less thoroughly for at least twelve years past. We did not intend to be understood that all the changes referred to have occurred under the present principal.

—— MR. J. C. HARTZLER has retired from the agency business, and is free to make engagements to do institute work. His present residence is Galion, O.——Prof. T. C. Mendenhall and Supt. Hancock have resigned their positions on the State Board of Examiners. Their successors have not yet (Feb. 16th) been appointed.——Mr. John S. White, for three years master of the Public Latin School, Boston, has charge of the "Brooks School for Boys", a classical and English preparatory school, recently opened in Cleveland.——The *Akron Beacon* pays Supt. Findley a high compliment as an able, discreet, and progressive school officer. It states that the schools are unusually prosperous.

—— AN oratorical contest of Ohio colleges was held in Akron, Feb. 4th. Antioch College, Baldwin University, Heidelberg College, Oberlin College, Ohio University, Western Reserve College, Buchtel College, and Wittenberg College were represented. The judges were Prest. Andrews, of Marietta, Rev. R. G. Hutchins, of Columbus, and Judge R. P. Spalding, of Cleveland. The rank of superiority was awarded to Heidelberg College, Mr. E. P. Herbruck, orator, and honorable mention was made of Mr. John Hall, of Wittenberg College. The next contest is to be held under the auspices of Wittenberg College, Springfield, O. An effort will be made to induce all the colleges of the state to participate in these contests.

——The public schools of Elyria, O., are under the efficient direction of Supt. H. M. Parker, and are making excellent progress. The number of recitations in geography and grammar in the grammar grades has been reduced to four each week, to afford time for more systematic work in composition writing, which is receiving special attention, with very satisfactory results. The pupils in the high school write compositions once in two weeks, the teacher assigning the themes, and due attention is also given to declamation, in which the pupils show a good degree of interest, with consequent improvement. In the grades below the high school, select readings take the place of one reading exercise each week. The pieces selected are examined by the teachers who are careful to have the selections from the best authors committed to memory. Drawing is under the supervision of Prof. Thompson, of Sandusky, who visits the schools once a month. The pupils are making rapid progress.

Ohio College Association.—This body assembled in the hall of the Philomathesian Society of Kenyon College, Gambier, O., Dec. 28th, 1874, at 7 o'clock P.M. Prest. E. T. Tappan, of Kenyon College, presided, and opened the exercises with an inaugural address. This was followed by a paper on "Rhetorical Instruction in Colleges", by Prof. G. Stanley Hall, Antioch College. During the sessions on the 29th papers were read as follows: On "Post Graduate Courses and Degrees", by Prest. I. W. Andrews, Marietta Coilege; on "The Best Method of Teaching Psychology", by Prest. Hinsdale, Hiram College; on "Inter-Collegiate Contests", by Prof. Judson Smith, Oberlin College; on "The Place of the Bible in a College Curriculum", by Prest. Marsh, Denison University. All these papers elicited animated and interesting discussions. They were referred to the secretary and executive committee to secure their publication.

The Association was reorganized by the election of the following officers: *President*, Prest. I. W. Andrews, Marietta College; *Vice-President*, Prest. W. H. Scott, Ohio University; *Corresponding Secretary*, Prof. E. Benson, Kenyon College; *Recording Secretary*, Prof. Henry Garst, Otterbein University; *Treasurer*, Prof. J. B. Weston, Antioch College; *Executive Committee*, Prest. E. T. Tappan, Kenyon College, Prof. J. M. Ellis, Oberlin College, and Prest. H. A. Thompson, Otterbein University. The Association adjourned on the evening of the 29th.

Henry Garst, *Sec'y.*

Indiana.—The late meeting of the State Teachers' Association was the largest in its history, the attendance being over 500. Miss Delia A. Lathrop, of Cincinnati, read an excellent paper on "The Necessity of Skilled Labor in the Schoolroom." Mr. H. A. Ford, editor of the *Michigan Teacher*, read a paper on compulsory education, taking strong ground against it. Messrs. Bell, Brown, Jones, and Hoss advocated the *right* of the state to enact and enforce a compulsory law. The Association voted (if we understand the resolution) in favor of the enactment of such a law as soon as the state is able to enforce it. The Association also took the broad ground that "it is the policy as well as the duty of the state to provide for every citizen, without regard to race, the op-

portunity for any degree of culture which his inclination and capacity may make possible."——We are glad to learn from several sources that, instead of repealing the new county superintendency law, as was feared, the legislature will probably so amend the law as to make it more efficient. A marked improvement in the schools has been already effected, and the reasonable request that the system have further trial can not well be refused.

MISSOURI.—The State Teachers' Association held a very interesting meeting in Jefferson City, Dec. 29th and 30th, 1874. Supt. W. T. Harris, of St. Louis, delivered an able address on "The Relation of Common Schools to High Schools and Colleges", reaching the conclusion that the college course should be modified to suit the preparation afforded by the public high school. It is urged that the high-school course, composed of both disciplinary and information-giving studies, is more philosophical and efficient than the present college course. The address presents both the history and the philosophy of our present courses of study. Judge Krekel, in his welcoming address, suggested the idea that state funds should be devoted exclusively to the support of elementary schools, and that each community should be free to raise funds for the support of high schools. This is now virtually the case in every state. The funds received from the states are not sufficient to support even the elementary schools, and are supplemented by local taxes. The high schools are practically supported by local taxation.

MASSACHUSETTS.—The committee appointed to examine and report concerning the working of the "marking system" in the Worcester (Mass.) High School, report unfavorably. They say that the physical and mental results of the competitive system of study are often deplorable. The excitement, anxiety, and jealous rivalry engendered by it have an extremely evil effect upon the immature mind of the scholars. Especially is this the case with the girls, and the committee make the inference that the present method of coeducating the sexes is deleterious (physically, at least,) to the weaker portions of juvenile humanity. The committee are unanimous in thinking that "the true escape out of our present difficulties would be to educate boys and girls apart." They insist, however, that the present system be modified, in respect to the "marking" feature, so as to very nearly answer all purposes. To this end they recommend the abolition of marks for recitations, and that the scholar's fitness for graduation or promotion be dependent not merely upon success in reciting, but also upon his or her evident industry and fidelity in learning or attempting to learn.—*Ex.*

—— AT the last meeting of the American Institute of Instruction, Dr George B. Emerson read an essay on the "Motives that ought to be addressed to pupils in school", deprecating the common custom of instigating one child to surpass another, which gives rise to envy and bitter feelings. "A child ought to try", he says, "to surpass itself, and be taught to love other children. Many teachers make a mistake in paying too much attention to the bright scholars to the neglect of the poorer ones."

BOOK NOTICES.

SECOND BOOK OF BOTANY. A Practical Guide to the Observation and Study of Plants. By ELIZA A. YOUMANS. New York: D. Appleton & Co. Geo. H. Twiss, Columbus, O., Agent.

When Professor Agassiz, a number of years ago, was called upon by the Board of Education of Massachusetts to give some instruction at teachers' institutes upon insects, he began by placing an object of the kind of which he was to speak in the hands of every teacher, saying, "I know that no verbal instruction can be transformed into actual knowledge; that whatever I may say will be carried away as words and not as impressions of things—and hence what is needed is impressions of things." Such also are the spirit, method, and aims of the little book before us. The object is to bring the pupil face to face with nature, that his mind may be well stored with images of things, and not with the mere names of things. It teaches what to observe and how to observe, and seeks to lay the foundation of observation as a habit that may serve in after life as an unfailing source of knowledge. By frequent acts of comparing—comparing one plant with another—comparing the statements and figures of the book with actual objects of nature—there is cultivated in him a quick and accurate discernment of differences and resemblances, which must lay an excellent foundation for future ability in independent classification. It would seem that the constant practice in minute observation, analysis of plant characters, and classification of plants, would be a good preparatory drill to lead to success in those important processes when applied to abstract subjects;—it is complying with the educational aphorism, "Proceed from the concrete to the abstract." If we wish pupils to succeed in reasoning upon the abstract, they should be well trained to reason correctly upon concrete subjects. If such results *can* be made to follow the study of botany at all, we can not see that a better plan than that given in this book could be devised. It does not attempt to give a full and exhaustive knowledge of the subject. Its aim is to give the pupil a complete knowledge of the most common plant-forms, and of the language expressing those forms; to cultivate in him the power to help himself; and, above all and better than all, to create in him the inclination to do so: then to leave him with a wide field before him on which to try his newly acquired powers. If we have not read amiss, such are the scope and tendency of the book; but, after all, we can not forget that the good results must depend more upon the teacher than upon the book. Admirably as it has been written, with objects so desirable, it may, notwithstanding, be made as much the instrument of routine as the poorest manual, and be quite as barren of any good results. We would ask for the book a careful examination by every teacher, not alone on account of its value as a text-book in botany, but as a good illustration of rational methods of teaching natural history.

J. B.

THE INDEPENDENT CHILD'S SPELLER, and the INDEPENDENT SPELLING BOOK. By J. MADISON WATSON. New York and Chicago: A. S. Barnes & Co.

The characteristic feature of this series of spelling books is the fact that they are printed in exact imitation of writing, to make the pupil familiar with the written form of words. The words selected are classified in an original manner, and are given both in columns and in sentences for dictation. The Child's Speller contains only the simple monosyllables in common use, and the vocabulary of the Spelling Book seems to be wisely selected.

A novel feature of these spellers is the "Slate Attachment," consisting of a slate securely attached to the back cover and folding within the book. If the surface stands the test of continued use (it seems to be of excellent quality), the advantages of this slate are obvious, but we do not see the utility of its attachment to the book, except for very small pupils. The use of the slate for other purposes than spelling will, as it seems to us, unnecessarily soil and wear the speller. The slate can, however, be easily detached, if this is deemed best.

FORBRIGER'S PATENT DRAWING TABLETS. No. I. By ARTHUR FORBRIGER, Superintendent of Drawing in the Cincinnati Public Schools. Cincinnati: Strobridge & Co.

The Primary Tablet (No. I) consists of a large number of sheets fastened together by glue on two edges, and forming a "block" of the size of an ordinary first reader. Each sheet contains a drawing lesson, and can be easily removed when the lesson is completed. The most obvious advantage of the Tablet is the fact, that the pupil can not see the lessons in advance. They are sealed until reached in regular order. The sheets when removed at the close of each lesson, can be more readily collected and examined than drawing books, and the remaining sheets are kept clean until they are used. If handling does not loosen the sheets, this Tablet must prove a very useful invention.

THE NATION. A Weekly Journal. Price, $5 a year. New York.

This paper is the only one of its peculiar class in the United States. Independent, vigorous, scholarly, and intensely critical, it deals heavy blows upon all shams and wrongs. It will be readily conceded that it has enough to do. It is not however, altogether, nor chiefly indeed, destructive; it is in sympathy with our better progress and contributes to promote it. It commands the pens of many of our best writers and students in their several specialties, and we thus secure mature thoughts and criticisms. The articles are generally remarkably well written, and the reviews of books are almost always excellent and discriminating.

Its independence and vigor are its most marked features. We think we detect of late a little more tendency to partizanship—a coming down a step from its throne of judicial impartiality, especially in its treatment of some of the issues in the South, and also a little over-severity in its judgment of public men. This is indeed an age of all sorts of political charlatanry and of public corruption, and certainly great severity is

needed in dealing with them, but the *Nation* wields so trenchant a blade, that it often cuts deeper than it thinks. Errors of judgment are not crimes, and fools are not to be beheaded. But whether unduly severe or not the paper is an exceedingly able one, and one which intelligent and thoughtful people can ill afford to do without. It has an important place in American journalism. E. B. A.

—— The North American Review for January presents the following excellent table of contents: "The Great Middle Region of the United States", "The Native Races of the Pacific States", "Rise and Fall of the Slave Power in America", "The Wage-Fund Theory", "An Episode in Municipal Government", and "Critical Notices." The article on "The Wage-Fund Theory", by Francis A. Walker, is an able review of the doctrine that there is for any country, at any time, a sum of wealth set apart for the payment of wages, and that this sum is determined by the amount of aggregate capital. The "Critical Notices" include a review of Dr. Clarke's "Building of a Brain." The *North American* is published by James R. Osgood & Co., Boston; price, $6.00 a year.

—— The International Review for March–April has the following attractive table of contents: "Edgar Allen Poe", by John H. Ingram, London; "The New York Gold Room", by K. Cornwallis, New York; "Hebrew Poetry", by Philip Schaff, D.D., New York; "Moderd Spiritualism", by Henry Reed, Washington, D. C.; "The Supernatural as Evidence", by R. Payne Smith, D.D., England; "The Money Problem", by Amasa Walker, LL.D., Massachusetts; and "Books", including critical reviews of Dr. Carpenter's Mental Physiology, Dr. McCosh's Scottish Philosophy, and Prof. Whitney's Oriental and Linguistic Studies. Published bi-monthly by A. S. Barnes & Co., New York, at $5.00 a year.

—— The Galaxy for March contains three chapters of "Leah: A Woman of Fashion", by Mrs. Annie Edwards; three chapters of "Dear Lady Disdain", by Justin McCarthy—one of his best stories; two chapters of "A Norseman's Pilgrimage", by Hjalmar Hjorth Boyessin, the Swedish novelist; "The Old-Time Spirits"—an interesting account of Salem Witchcraft; "Absolute Music", by Richard Grant White; and several other articles of popular interest. The departments, headed "Scientific Miscellany" and "Current Literature", are well filled. The *Galaxy* shines as brightly as ever. It is published by Sheldon & Co., New York, at $4.00 a year.

—— Scribner's Monthly for February is evidence that the enterprising publishers have not yet fully taxed their resources, but that they are equal to the attainment of still higher excellence. It contains a great variety of interesting articles, including a second paper on "The Canons of the Colorado", finely illustrated, "Christ's Supernaturalism Scientifically Considered", "Latter-Day British Poets", "The Mysterious Island", "Theodore Thomas", "The Story of Sevenoaks", a serial by Dr. Holland, etc., etc. The editorial department is very attractive.

—— HARPER'S MAGAZINE, HARPER'S WEEKLY, and HARPER'S BAZAR each sustain their wide popularity by an admirable adaptation to popular desires and needs. The *Magazine* never more richly merited the compliment of *The Nation* of being "ideally edited." The *Weekly* is an illustrated history of the times, and is a positive power in political and social life. The *Bazar* has no rival as the organ of the world of fashion.

—— LIPPINCOTT'S MAGAZINE improves from year to year. The February number contains a great variety of popular articles, including "Following the Tiber", beautifully illustrated, "Six Months among Cannibals", also illustrated, "A Japanese Marriage in High Life", "Three Feathers", a serial, "Some Recollections of Hiram Powers", etc., etc. "Our Monthly Gossip" contains, as usual, a great variety of short papers of general interest.

—— THE LADIES' REPOSITORY began a new series with the January number. The new form and type add much to its appearance. The page has been reduced to the size of the page of the other monthlies, and a considerable number of pages added. If the *Repository* is not read by all intelligent Americans, it is not because its excellence is not generally known. It is published by Hitchcock & Walden, Cincinnati; price, postpaid, $3.50 a year.

—— THE ATLANTIC MONTHLY for February contains poems by Bryant, Longfellow, J. T. Trowbridge, Edmund C. Stedman, and Celia Thaxter, and articles by George Washington Greene, Clarence King, Mark Twain, and other well-known writers. The departments of "Recent Literature", "Art", and "Education" are all well filled. It is a very attractive number.

—— APPLETONS' JOURNAL has opened the year with the promise of fully sustaining its merited reputation for general excellence. Its contents embrace a wide scope of topics, rivaling in both variety and interest the contents of the monthly magazines. It is published weekly, at $4.00 per annum.

—— OLIVER OPTIC'S MAGAZINE for February is as varied and attractive as usual. The serial stories by Oliver Optic and Elijah Kellogg are commendably free from sickly sentimentalism. The absence of gushing love stories is one of the features of this magazine which make it so great a favorite with healthy boys and girls.

NEW BOOKS RECEIVED.

HALF-HOUR RECREATIONS IN POPULAR SCIENCE. First Series. Selected and Edited by Dana Estes. Boston: Estes & Lauriat. Price, $2.50.

THE ÆNEID OF VIRGIL. With Latin Ordo and Notes. By Chas. Wiley, D.D. New York: Henry Holt & Co.

THE JUNIOR CLASS ARITHMETIC: Oral and Written. Designed for Graded Schools. By Daniel W. Fish, A.M., Editor of Robinson's Series of Progressive Arithmetics. New York and Chicago: Ivison, Blakeman, Taylor & Co.

ON TEACHING: Its Ends and Means. By Henry Calderwood, LL.D., F.R.S.E. New York: G. P. Putnam's Sons. Price, $1.25.

HISTORY OF THE RHODE ISLAND INSTITUTE OF INSTRUCTION. By Edwin Martin Stone, Providence, R. I.

PAMPHLETS.

The National Bureau of Education: Its History, Work, and Limitations. By Alex. Shiras, D.D.

The History of a Great Mind. A Survey of the Education and Opinions of John Stuart Mill. By B. A. Hinsdale, A.M., President of Hiram College. Cincinnati: Bosworth, Chase & Hall.

A Statement of the Theory of Education in the United States. Government Printing Office, Washington, D.C.

Report of the New York City Council of Political Reform. 1872–74. New York: The Graphic Company.

The Nature of Forces and the Forces of Nature: A Lecture by Prof. Franklin A. Slater, B.S., Denison University, Granville, O.

SCHOOL REPORTS.

Annual Report of the Public Schools of Columbus, O. 1873–74. R. W. Stevenson, Supt.

Fourth Annual Report of the State School Commissioner of Georgia. Gustavus J. Orr, Commissioner.

Report of the School Committee of Taunton, Mass. 1873–74. W. W. Waterman, Supt.

Annual Report of the Superintendent of Public Instruction of Minnesota. H. B. Wilson, Supt.

Annual Report of the School Committee of Boston. 1874. Wm. T. Adams, Chairman.

Annual Report of the Public Schools of New Hampshire. J. W. Simonds, Supt.

Report of the Common Schools of Pennsylvania. 1873–74. J. P. Wickersham, Supt.

Tenth Biennial Report of the Superintendent of Public Instruction of Illinois. Newton Bateman, Supt.

Eleventh Annual Report of the State Normal School Board of Minnesota. Henry H. Sibley, Pres't.

Annual Report of Purdue University, Indiana. A. C. Shortrige, Pres't.

Second Annual Report of the Woman's Education Association at Boston. Mrs. Wm. Endicott, President.

Annual Report of the Public Schools of Springfield, O. J. A. Jackson, Supt.

Biennial Report of the Board of Education of Vermont. John H. French, Sec'y.

Eleventh Annual Report of the Public Schools of Terre Haute, Ind. Wm. H. Wiley, Supt.

CATALOGUES.

National School of Elocution and Oratory, Philadelphia. 1874–5. J. W. Shoemaker, Principal.

Sixth Annual Catalogue of Whittier College, Salem, Iowa. D. Sands Wright, Principal.

Nineteenth Annual Catalogue of the National Normal School, Lebanon, Ohio. A. Holbrook, Principal.

Catalogue and Report of Elkhart Teachers' Institute, Indiana.

School Material. J. W. Schermerhorn & Co., New York. Price, 25 cts.

THE

NATIONAL TEACHER:

A MONTHLY EDUCATIONAL JOURNAL.

Vol. V. APRIL, 1875. No. 4.

THE EXAMINATION OF TEACHERS.*

BY DELIA A. LATHROP.

To say that one can teach only what he knows, is but stating a truism. But the fact, notwithstanding its concise expression, is the basis of the whole system of licenses to teach, and in it this system has its reason. Incomplete as the tests for teachers' licenses are admitted to be, it is upon them that we are at present depending, and possibly shall be obliged to depend for some time to come to secure a high standard of teaching success. A little reflection, however, must convince every one that there is a mischievous tendency in esteeming mere scholarship tests, which are the ones almost solely relied upon, competent to determine professional preparation. It is an indirect admission that the business of teaching is but the communication of a certain amount of knowledge.

The Chairman of the Board of Education of Edinburgh, Scotland, very well says:

"In organizing a system of National schools and providing guarantees for its efficiency, we are inevitably tempted to narrow the sphere of education to the limits within which our tests are available. From the earliest stages of preparation, the young teacher has abundant inducement to think that everything depends upon the amount of knowledge he acquires, and the amount he afterwards communicates. The fixed

* A report read before the Lady Teachers' Association of Cincinnati, January 16th, 1875.

curriculum, the uniform standards of excellence, the certificates of first, second, and third class, intended to indicate professional rank—all of them quite essential every one will allow—tend to encourage the conviction that education is concerned only with knowledge. The certificated teacher has the requisite amount of instruction, and is by inference a competent instructor."

Even were it admitted that the end of teaching is the communication of a certain amount of knowledge, there is necessarily a *how* implied as well as a *what*. We are none of us too old to remember that we discovered the difference between knowledge and skill while we were yet pupils in school. The "Board of Examiners" before which our teachers sat, before which every teacher sits day by day, intuitively honors clearness, efficiency, and tact in teaching much more than mere knowledge. When those in authority are as surely led by intelligence as children are by intuition, they will test, honor, and remunerate skill in imparting instruction, as mere book knowledge is now tested, honored, and remunerated. When that good time comes, schools for the training of teachers will be felt to be a necessity, and will receive the encouragement and take the rank to which their work entitles them.

But the ability to impart instruction is only a small part of a teacher's professional duty, particularly in the elementary schools. There is everything to be done in the cultivation of character; in the rooting out of bad habits, and the formation of new ones. There is to be developed truthfulness, unselfishness, obedience, order, promptness, neatness, confidence, caution. Indeed, the great work of the elementary teacher is the formation of correct habits. When this has been successfully done, not only is the future school success assured, but the foundation of all success has been securely laid.

You will pardon another quotation from Mr. Calderwood, who states some things so well that it is difficult to resist the impulse to copy. He says:

"Training, as well as instruction, is to be aimed at. Some may object that this assigns more to the teacher than really belongs to him. On the contrary, success in the ordinary course of teaching implies all this. Truthfulness, honesty, and self-denial are as needful in schools as in the regulation of the affairs of life. They must be secured by the preference of the children themselves, if the teacher is not to be daily hampered with the need for enforcing them by the exercise of authority in particular cases. Each successive day of school life must tend to develop the virtues of moral character among all the children, if teaching is to proceed

with success. * * * All educational appliances work at a disadvantage, when the efforts of the teacher are not supported by a basis of character in the scholars. Hence a great deal is done in the earliest stages of education, if a large amount of time is bestowed in training children in habits of self-government. The earlier it is begun the easier is the task; the more thoroughly it is done, the more rapid the progress in after years."

You know as well as your committee, that a teacher can no more lift his pupils to standards of excellence which are not found in his own character, that he can no more make children unselfish, truthful, prompt, or orderly, when lacking these qualifications himself, than he can teach arithmetic or grammar without a knowledge of these subjects. And as it is not the best scholar who can impart his knowledge the most skillfully, so it is not always the loftiest character that has the most tact and patience to lift up and inspire to the best things possible to them a room full of variously constituted children, gathered from a variety of home influences, and under the control of evil habits. To do this there is demanded a clearnesss of apprehension, a readiness of sympathy, a gentleness of nature, a firmness of will, a reverence for truth, and an unwavering self-command, which are not always found conjoined, even in most excellent people.

If these conclusions be admitted, it follows that a complete test of teaching ability must have reference—First, to education; second, to character; third, to ability to impart instruction; fourth, to personal and moral influence.

In a properly conducted school for the professional training of teachers, it is possible—indeed it becomes the duty—to test all these points of qualification, and a failure in any one of them should disqualify for a license to teach. Outside this means it does not appear that we now have any practicable plan for testing inexperienced persons upon the last two points. The test upon the first two should be unmistakable.

In the examination of experienced teachers, professional success can not with justice be ignored. As long as it is disregarded, or but formally recognized, it is impossible but that knowledge will be more highly esteemed than skill. Your committee supposes there is no question as to the desirability of such examinations; the difficulty is in the practicability of making them from such a fixed standard, and so impartial that a teacher's license may with justice be ranked according to

them. In the decision upon a problem in arithmetic, or a question in grammar or geography, there is authority back of the examiner, but in the determining of successful teaching there are so many elements to be considered, with no fixed standards to judge from, that teachers would have need to pray that the examiner be first examined, if their reputations were in his hand. They could not be left to local committee-men, for different men have such different ideas of excellence, that teachers in various localities would not be justly compared by such estimates. The same cause would render unjust comparisons upon the estimate of their associate teachers by the principals of the schools. It seems clear that if such estimates are made, they must be made by one person for the entire system of schools, or at least for definite grades of the work.

Your committee believes no money would pay the City of Cincinnati better in immediate returns of improved school management than that paid for the salary of a man of culture and unquestioned professional success, a man not easily prejudiced in feeling nor biased in judgment, without fear, and incapable of abandoning conscience for favor, whose business it should be to become personally acquainted with the internal working of every school in Cincinnati. One man could do it, and in doing it, exalt in the mind of every teacher who had any right to a place in a schoolroom, the work above the instrument for doing it. In a city as large as ours, a superintendent of schools can not do this, for he has a thousand other things to do. An assistant superintendent might be employed to do just this, and give skillful teachers the benefit of their success, in the token of their professional standing—their certificate.

Taking things just as we find them—our examinations being but tests of scholarship—are there any suggestions to be made which are immediately practicable?

The state law requires that every person employed in the common schools of the state shall hold from the Board of Examiners "a certificate of good moral character (whatever that may be), and that he or she is qualified to teach orthography, reading, writing, arithmetic, geography, English grammar, and possesses an adequate knowledge of the theory and practice of teaching." One is tempted to ask what is meant by an "adequate knowledge of theory and practice of teaching", and whether knowledge of practice implies practical knowledge; if so, how the inexperienced teacher is to qualify.

For the special branches, drawing, painting, penmanship, music, gymnastics, or any foreign language, special certificates must be obtained.

The Board of Examiners of Cincinnati issues one-, two-, and three-year certificates, representing respectively an average of 70, 80, and 90 per cent of correct answers. Arithmetic, grammar, and geography are preferred, as no certificate is issued on a less than seventy per cent average in each. In reading, spelling, United States history, natural philosophy, anatomy, and physiology more margin is allowed, it being only necessary that a general average of seventy per cent be obtained.

The regulation for reëxamination provides that the schools of candidates for reëxamination shall be visited by the Examining Committee for the purpose of examining and reporting upon the general management, and the methods of instruction in their schools. Candidates are required to be examined in all branches in which they are marked less than seventy per cent. No candidate has a certificate renewed who falls below seven in Theory and Practice, and he does not get a two-years' certificate if he falls below eight, and does not receive a three-years' certificate if he falls below nine.

There is very little criticism that occurs to the committee, upon the regulations themselves; their weakness is chiefly found in their application. General history is an interminable subject, and requires a life-time of reading for any great degree of proficiency. It seems to them that some disciplinary study, like algebra or geometry, might be profitably substituted for it. There is no reason why the standard of educational qualification should be greatly less than that of a graduate of the high schools, so a reasonable number of high-school studies ought to be required. Notwithstanding the constant complaint of the Board of Examiners of imperfect preparation in arithmetic, it is our judgment that the standard in arithmetic and English grammar should be advanced, rather than lowered to suit the attainments of applicants.

It further seems that there should be some provision made by the Board of Examiners for the development of natural predilections in study. Your committee believes a teacher ought to be free to cultivate—even more, should be encourged to cultivate—any natural taste he may possess for language, literature, science, or art. After he has fulfilled all the fundamental conditions of his certificate, such study should count to him as

much as that arbitrarily imposed by the conditions of the certificate, which lies entirely outside his school work, and is demanded only as a voucher for general culture. The whole body of teachers is richer for a variety of excellence in attainment than if all were reduced to one pattern. The more specialists the better, provided first all have a good basis of general culture.

We believe more freedom in the choice of studies would tend to correct the spirit in which the examinations are met by teachers. They are generally regarded as a kind of hopeless grind, there being no possibility of ever getting off the wheel. Ambition would certainly be stimulated by a system of "extras" which should in some way be made meritorious.

As a summary, we therefore submit to you the following:

1. *Resolved*, That we, in the main, most heartily approve the regulations of the Board of Examiners in regard to lady teachers, and should greatly deprecate any lowering of the standard of qualification.

2. That we would favor substituting a disciplinary study for general history in the initial examination.

3. That we believe it to be just, and hereby express our most earnest desire, that that part of the regulations, which refers to taking account of professional success should be emphasized in the practice of the Board.

4. That, to secure a constant intellectual growth, we would recommend, as supplementary to the present requirements, a definitely outlined course of literary and historical reading, to be regularly pursued, at option, by such as hold high grade certificates, one session of the annual institute being employed for such examination; a commendable per cent being entered upon the certificates, and extending the license to teach.

5. That, after a satisfactory standing in all the required subjects has been attained, teachers be allowed their option in the selection of subjects of study, a given per cent upon examination serving to renew their certificates at their expiration.

METHODS OF TEACHING BEGINNERS TO READ.

Let us now examine the different methods of teaching the alphabet, in their relation to these difficulties, beginning with the Alphabetic Method.

Chapter IV. I. The Alphabetic Method.

Suppose, now, there is before us a class of abecedarians, and we are using "McGuffey's Pictorial Eclectic Primer." We be-

gin with the first page, and teach the children the whole alphabet given there. This will take much time. But it is accomplished, and they can "say their letters", much to their own gratification and to the delight of fond parents. We turn to the second page. Though they have learned the twenty-six letters, they can not be expected, of course, to *read* one of these simple words. They see an ax in the picture. They see an *a* and an *x*. They must be told by the teacher that these *letters* spell *ax*. *Why* they spell it, can not be shown. Had the short *sound* of *a* and the sound of *x* been taught them, they could put them together and make *ax*. But instead of *sounds* the *names* of the letters have been taught. One of the letters is *aye*, the other is *ex*, and these put together would make *ayex*, which will not do, of course.

Let it then be noted that, in connection with this little word "*ax*", the pupils have been compelled to learn (1) the *letter a;* (2) the *letter x;* (3) the word "*ax*"; *between which three things there is no rational connection.* Neither one will suggest the other. On the contrary, reasoning is prevented. The pupil must not be allowed to put this and that together, for a wrong word would be formed. But beside these three things which are taught, and which do not give the pupil any *power* to read, there are three other things which will give him power to read which are not taught, and which the pupil must himself discover, sooner, if he is bright, or later, if he is dull, namely: 1. That the letter *a* has a special sound in this word. 2. That the letter *x* has a certain sound. 3. These two sounds, if put together, will form the word *ax*. This he *must* find out, if he ever learns to read. We all read by the *sounds* of letters. Coming across a new word which we can not pronounce, as the oldest and wisest of us frequently do, we are compelled to look to the dictionary for that word, and note what *sounds* certain letters are indicated as having. We then combine those sounds and are sure that we pronounce correctly. So we pronounce every word from the knowledge that the letters in it are characters representing certain sounds. Now if older persons must know the *sounds* represented by the letters, how much more must the beginners have such knowledge. But we have shown above that according to this method, the sounds are not taught. Three nonessentials are taught, and the three essentials are not taught. The pupil is carefully instructed in what he does not need, and carefully not instructed in what he does need. Yet

he does in time, though unconsciously, get the secret that those letters do represent sounds, and he learns this not by the aid, but in spite of the teacher.

This is sufficient to illustrate the difficulties of the *Alphabetic* method. It is giving the pupil facts upon which he not only can not, but dare not, reason; it is thoroughly irrational. It encounters every one of the nine *difficulties*, and attempts to remove none of them. It is the method by which the most of us were taught. It is probably the one which the most of my readers are now teaching. It has been humorously denominated the "Snat" method, because many of its practicers, when pointing out letters to the children, lazily corrupt the question "What is that?" into "What's that?" then "'s that?" then, putting in the old nasal twang, "'snat?", exemplifying the "old spectacled" manner of presenting the most antiquated of methods.

This is the method pursued by teachers who, doing the best they can, teach as they have been taught; who, many of them, at any rate, are totally ignorant of any improvements upon the practices of their boyhood days; or who, having "stirred around a little", have heard of certain improvements, but, not knowing where they can find them described or see them in operation, are positive in their preference for what they have tried, though admitted to be objectionable, and determinedly unwilling to risk themselves upon what is untried—choosing rather to bear those ills they have than to fly to others they know not of.

We need not refer our readers to any book describing this method, for it belongs to an age when methods were not thought of, much less described. We fear, though, that the nearest country district schoolhouse will give the curious full opportunity to see and study its workings.

Chap. V. The Word or Webb Method.

The second of the (A) Letter methods, is supposed to be an improvement on the first. In this country, it is known as the *Word* or *Webb* method. It should more properly be termed the *Jacototian* method, Jacotot (1770–1840), a French philosopher of elementary methods, having originated and practiced it during the early part of this century.* Yet Prof. Webb's name has become so associated with it, that, to mention it as the *Webb*

*Vide Quick's "Essays on Educational Reformers", p. 222.

method, is almost sufficient explanation of it as a method.

Its processes, briefly described, are as follows: *Words* or *sentences* are taught as *wholes*, without regard, at first, to the letters which compose them. The teacher speaks a simple sentence. The pupils repeat it. The sentence is written on the board, or is exhibited in a frame by blocks with printed letters upon them. The attention of the pupils is first directed to the *words*. Another sentence, with one or two of the same words, is presented; the familiar words recognized, new ones fixed. So on. *Words* are taught bodily until the pupil reads several sentences by his knowledge of words. Sooner or later, these words are separated into their letters, the *names* of which are then taught.

It is urged in favor of this method that the pupils begin with *known* objects, namely, the words they use in talking. Proceeding thus from objects which are familiar, the *sounds* of the words, to the picture of those sounds or the printed words, interest is more easily aroused, and that maxim of instruction which requires the teacher to proceed from the known to the unknown, is not violated as in the *Alphabetic* method, which begins with *letters* or unknown objects,—characters which they have never before used, and, from the nature of things, can not understand in their applications.

In making this argument, it is often stated that the *known* object begun with is the *word*. This is true, providing the *sound* of the word is meant. The power of this method is, that it *begins* with *sounds*, not with printed words. But this, its only advantage over the *Alphabetic* method, is surrendered almost immediately, for as soon as a few words are taught as pictures of sounds, the pupil is required to memorize *names* of letters, which, so far as the *teaching* is concerned, have nothing to do with *sounds*. The pupil may (must, if he ever learns to read) discover that each letter is as really a picture of a familiar sound as is each word a picture of a familiar sound. Yet this information is not obtained from the teacher, but in spite of the teacher. More than likely the teacher could not, if he would, give the sound pictured by each letter. He knows it, but can not tell it, or does not know that he knows it. His pupils are learning in the same way.

It must, therefore, be admitted, that this method, while it sets out correctly, is very soon involved in that pedagogical anomaly which characterizes most alphabet teaching, namely,

the blunder of teaching what should not be taught, and of not teaching what should be taught. But to the credit of the human mind, be it remembered, that, in spite of their only great obstacle, their teachers, children do learn to read.

Since in this method words as *wholes* are first taught, and then their parts, the letters, it is frequently designated as an *Analytic* method. The *Alphabetic* method, its process being the reverse, is also called a *Synthetic* method, and the two are thus distinguished.

I think these terms are inapplicable here. Their use implies that both methods are *rational*, which is not the case. On the other hand, they are both clearly, peculiarly, and strangely *irrational*. That is, in both, the pupil is not only not taught to reason, but is actually taught not to reason. If, in the *Word* method, the word, which as a *whole* is a *sound*, were separated into its *real* parts, the sounds of letters (not the names) which compose it, there would be true analysis, and the process would be a rational one. Or if in the *Alphabetic* method sounds were begun with as parts, and used to form words as wholes, the process would be rational and synthetic. But these processes are not taught. The Alphabetic teacher must prohibit his pupils from reasoning, because synthetizing (I know that word is obsolete) *names* of letters would produce funny words. The *Webb* teacher must prohibit analysis, for to analyze a word as a sound would produce sounds, not names of letters.

We, therefore, conclude that the *Alphabetic* and the *Webb*, or the *Letter* methods, are both irrational. We go further, and insist that they are no methods at all. They defy method, ignore reason, and stultify common sense. Yet these are the two most prevalent methods. The *Alphabetic* is most universally taught. The *Word* is most universally recommended by county examiners, county superintendents, and average institute instructors. Yet, no well-informed teacher uses them. In no respectable graded school are they tolerated. I wish I could say that no Normal School teaches them. I think I am safe in asserting that no first-class city superintendent would recommend them.

Before leaving the LETTER methods, let it be noticed, again, (1) that all the difficulties mentioned in Chapter III, hold with special force in these methods because totally ignored; (2) that the strongest objection to these methods is, that they are not methods.

N. N. School, Lebanon, O. R. H. HOLBROOK.

CLASS INTERVALS IN GRADED SCHOOLS.

MR. WHITE: I sent a brief rejoinder to Mr. Harris's reply to my paper on "Class Intervals", for your March issue. It arrived, as you have informed me, too late for publication at that time. I do not regret it. For I had occupied myself chiefly with explanations to convince Mr. Harris that I had not intentionally done him injustice. I trust I have set myself right with him in that regard through private correspondence, so that a public statement to the same effect is unnecessary; and I can address myself, without any diversion by side issues, directly to the important subject-matter of our discussion.

Mr. Harris says in his reply to me—addressing you—"if I have been successful in my endeavor to seize the point of his [my] objections, there is but one position assumed and defended by him as hostile to yours and mine. He rests his case solely on the injurious effects of a frequent change of teachers, and assumes that our system requires more frequent changes than his system does." He then cites some details of the Boston discussion and a passage from his last Report, to prove that I have been mistaken. And yet, after all, is not "frequent transfer" the very backbone of the St. Louis system? Is it not reft of its central support without it? Does not Mr. H. say in the next paragraph of his Report to that which he has quoted against me, "the school should be a living process, continually readjusting and adapting itself to the wants of the organization as well as to the capacities of the pupils?" What does such language mean, if it does not imply a frequent change of teachers? True, there is no "sifting down", to quote Mr. H.'s phraseology; there is only a "sifting up." But must there not be a "sifting up", to an extent sufficient to accomplish "the living process of readjustment?"

Indeed Mr. H. expressly remarks, in the course of his reply to me, "the system of frequent transfers * * * ascertains who are the six or ten best pupils in the class, and * * * these are placed in the class above." Here, then, a periodical change in the composition of each class is provided for, that, to my conception, is sufficient to affect very injuriously its progressive course of study, and certainly to justify my train of remark as to the damaging influence of a frequent change of teachers.

You yourself, in your editorial comments on the discussion, distinctly state that "the shortening of the class interval * * *

necessitates either an increase in the number of classes under one teacher, or a more frequent change of teachers;" while, running through Mr. Harris's remarks on the subject, is the idea of frequent reorganization by promotions from class to class.

Still I must not overlook his statement that "the system of frequent transfers does not affect the individual pupil any oftener, *on an average*, than the system of transfer once a year." I do not get a clear conception of what is meant here by the phrase "on an average." Does it mean an average of the time *each* scholar spends in his several classes throughout his school course, or an average of the corresponding time spent by *all* the scholars of all the classes? Whichever it be, I must dispute the relevancy of such averages. If, in some years of their course, the scholars change their teachers frequently, so far my criticism applies. If, in other years, they do not often change, so far the specialties of the system under which they are working, would seem to be inoperative.

Mr. Harris is mistaken in supposing that the only point that separates between his position and mine is in regard to the effects of a frequent change of teachers. I also hold that that school organization, of which the promotion of scholars from class to class is an integral element, is so far faulty in the extreme. I hold that while "degradations", as a rule of action, are impolitic, "promotions", as a rule of action, are positively vicious in their effects, or else are indicative of defective methods of instruction. If the course of study is what it should be, if it is adapted to set enough of fresh, quickening thought astir in every school room to make each day's work sufficient for the time and ambition of the brighter minds, then every time a scholar is put forward he leaps over a succession of principles, topics, and details, a knowledge of which is absolutely essential to thorough progress, and only a portion of which—and that perhaps the least valuable—he will be able to "make up" in private. Again, having full enough to do for the healthful play of his abilities and his physical energies, in performing each day's stated work, this "making up" must be accomplished at the expense of overtasked powers, and at the corresponding risk of permanent injury. A jump of ten weeks, it is true, does not overleap so much of study as a jump of a year. But it overleaps, in a well-taught school, a large and solid fragment of a year's training—of its acquisitions of intelligence,

its moulding of character, and its mental discipline,—and it is enough to produce serious results.

Once more, promotions break up that regular, methodical, progression of study which is essential to a high quality of mental discipline in any class of minds, and of which many bright scholars—their brightness being limited to a display that is showy rather than solid, and of a brisk retentiveness of memory rather than an intelligent strength of ability—stand in special need.

I also object to Mr. Harris's system, that, if faithfully carried out, it hurries bright minds prematurely forward into the high school, where *maturity* is wanted and not *precocity:* and seriously, perhaps fatally, interferes with their true development and culture.

But I have made these comments in the face of a strong mental protest, and I now forbear. It is plain to me from various expressions made use of by both Mr. Harris and yourself, and also from the impressions my own mind has received from you both, that our several points of sight are so widely divergent, and the medium through which we are examining the subject is so differently colored to each of us by differing conditions, that the terms we are using to picture and illustrate our convictions produce conceptions utterly false to the reality, so that it is useless to protract the discussion.

Thus, if I should derive my idea of the St. Louis schools from the impressions made on my mind by Mr. Harris's reasoning, I should pronounce them to be miserably organized and miserably taught. I should say, in the first place, that the process of study must be one of mere superficial lesson-learning and lesson-reciting, else frequent periodical reorganizations—utterly at variance with the idea of a solid, connected, progressive system of education, as they seem to me to be—would not be tolerated. I should infer, again, that the accepted standard of attainment in the several classes must be leveled to the plane of the inferior capacities—a statement which carries condemnation on its face—else there could not prevail such an idea of wrong done to the brighter minds by keeping them back, as to make "promotions" an easy and constant element of the method of classification. Still again, I should infer that the brighter minds must be sadly wronged and trifled with, first by deficiency of the strong, hearty, ample pabulum they demand, and again by the disabilities enforced by the system

of promotions to which they are subjected. All this in addition to the injury from frequent changes of teachers, *whenever such changes occur.*

And yet I know very well that these impressions are entirely untrue to the reality. The St. Louis schools enjoy the reputation of being excellent schools—model schools. Under the remarkably intelligent and energetic fosterage of Mr. Harris, "their name has gone out into all the earth"; and Mr. Harris and his teachers will smile at my wonderful conceptions, as I have just depicted them.

In like manner you and Mr. Harris evidently gather from my statements, conceptions of the New Bedford system and methods singularly at variance with our true condition. For instance, Mr. Harris says he shall pay his respects at some future time (I trust he will make his words good!) to "*some of the extraordinary ideas*" which I have indicated as the basis of our school system. You in your admirable editorial on the subject—admirable for the clearness with which you have presented the radical points of difference between the several systems—say that "whatever may be the extent of the evil, all concede that there are serious objections to the advancing of pupils in unbroken classes over the same course of study"; and evidently imagine that our provision for a "circle within a circle", so as to preserve the unity of the several classes, involves a duplicate course of teaching so definite as to prove a very striking feature of action. On the contrary, it is a provision with a very shadowy following indeed! I had my grammar corps of teachers together a week or two since, and took occasion to read the papers of this discussion to them; and I asked, "Am I laboring under any misapprehensions? Is our condition different from what I have depicted it? Do I need to define the status of the scholars who make up 'the circle within a circle', more particularly?" And the brief answer, with which all at once accorded, was, "That class of scholars is so limited in number as not to require special recognition in any wise."

So our several systems move on successfully, simply proving, I suppose, that the spirit produced by high purpose and earnest endeavor dominates and neutralizes with its irrepressible vitalities, whatever is weak or vicious in the plan of work. Defects are inseparable from the organization of all graded schools. As you have suggested in your editorial, the mooted

question is to get the maximum of advantage with the minimum of defect.

I have two brief statements to add, that may throw light on our differences. One is, that the diminution of our grades as they ascend, is far less than that of those in St. Louis. Mr. Harris says that the numbers in St. Louis so vary, that, for the five years next preceding admission to the high school, the difference between the *first* and *fifth* years is as between 20 and 2½. With us this difference is as between 20 and 9.

The second is, that we have comparatively little to do with percentages. We do not believe in them, in connection with either large schools or little schools. We believe that a system of marking and percents exerts a depraving influence over school work. We have stated written examinations (four times a year), at which, for specific purposes, the papers are marked and the percents obtained. Beyond that, we trust in less artificial stimuli to give spirit and life to our schools.

H. F. H.

EDUCATIONAL BOOKS, NEW AND OLD.

BIBLIOGRAPHIC AND EXPOSITIVE NOTES.

"A Manual of Human Culture." By Michael Angelo Garvey, LL.B., Barrister-at-Law. London: Bell and Daldy, 1866. One vol. octavo, pp. 376. Good paper. Large type. Price $3.75. Contains six parts on—I. Scope of Human Existence. II. Perceptiveness. III. Iterativeness. IV. Retentiveness. V. Persistency. VI. Colligativeness. VII. The Radical Impulse. VIII. Volition. IX. Evolution and Growth of the Faculties. Each Part is subdivided, making the aggregate number of Chapters in the book, 63. The author commends "the volume to all who are qualifying themselves for the high office of teachers; whether as leaders of trained minds, or as trainers of youth." An excellent work, clearly, and strongly written, and full of practical suggestions.

"Essays on Educational Reformers." By Robert Herbert Quick, M.A., Trin. Coll., Camb., late Second Master in the Surrey County School, and Formerly Curate of St. Mark's, Whitechapel. London: Longmans, Green & Co. 1868. Also reprinted at Cincinnati by Robert Clarke & Co. 1874. 1 vol.

12vo, 328 pp. Price $2. Contains essays on—I. Schools of the Jesuits. II. Ascham, Montiague, Ratich, Milton. III. Comenius. IV. Locke. V. Rousseau's Emile. VI. Basedow and Philanthropic. VII. Pestalozzi. VIII. Jacotot. IX. Herbert Spencer. X. Thoughts and Suggestions about Teaching Children. XI. Some Remarks about Moral and Religious Education. The book has also an excellent index. Simply written and very instructive. A good text-book for normal schools. Author in earnest.

"The Education of the People": A Practical Treatise on the Means of Extending its Sphere and Improving its Character. By J. Willm, Inspector of the Academy of Strasburg. With a Preliminary Dissertation by J. P. Nichol, LL.D., Professor of Astronomy in the University of Glasgow. Glasgow: William Lang, 80 St. Vincent Street. MDCCCXLVII. Pp. 250. First Published in French in 1843. Pronounced by the French Academy "a useful work of the first order." Translated by Nichol. Now rare. Philosophical and abounding in generalizations of great and permanent value. Very pleasing style. Happy in illustration. Interesting as *history*, and useful as a manual.

"Lectures on Education." Delivered at the Royal Institution of Great Britain. London: John W. Parker and Son, West Strand. 1854. Pp. 316. Contents: Lecture I. On the Influence of the History of Science upon Intellectual Education. By W. Whewell, D.D., F.R.S. Lecture II. Observation on Mental Education. By Professor Faraday, LL.D., F.R.S. Lecture III. On the Study of Language. By Robert Gordon Latham, M.D., F.R.S. Lecture IV. On the Study of Chemistry. By Charles G. B. Daubeng, M.D., F.R.S. Lecture V. On the Study of Physics. By Professor Tyndall, F.R.S. Lecture VI. On the Study of Physiology. By James Paget, F.R.S. Lecture VII. On the Study of Economic Science. By W. B. Hodgson, LL.D. A capital series of lectures by very distinguished men. The series is characterized by enthusiasm. The first lecture is peculiarly brilliant.

"Lectures on Education." By Horace Mann, Secretary of the Massachusetts Board of Education. Boston: Ide and Dutton. 1855. One volume, pp. 338. Copyrighted by the Author in 1845. Now out of print. Dedicated to George N. Briggs, Governor of Mass., and to the other members of the Board of Education of Mass. Contents: Lecture I. Means and Objects of

Common School Education. II. Special Preparation, a Prerequisite to Teaching. III. The Necessity of Education in a Republican Government. IV. What God Does, and What He Leaves for Man to Do, in the Work of Education. V. An Historical View of Education; Showing its Dignity and its Degradation. VI. On District School Libraries. VII. On School Punishments. The most piquant and practical of Horace Mann's *popular* productions, earnest in spirit and eloquent in diction. A very quotable book. A bright reflection of the best educational thought of thirty years ago.

"History and Progress of Education from the Earliest Times to the Present." Intended as a Manual for Teachers and Students. By Philobiblius. With an Introduction by Henry Barnard, LL.D., Chancellor of the University of Wisconsin. A. S. Barnes & Company, New York and Chicago. 1869. Copyrighted by publishers in 1859. Pp. 310. In the market. Contains, besides Introduction, twenty-four chapters, a few statistical tables, four pages on educational bibliography, and a good index. The Introduction is excellent, and suggestive. The *history* is simply written, embracing much useful information, but is too general. One of the very few American books on the history of education.

"Practical Education." By Maria Edgeworth, Author of "Letters for Literary Ladies", etc., and by Richard Lovell Edgeworth, F.R.S. and M.R.I.A. Complete in One Volume. New York: Harper & Brothers, Publishers, Franklin Square. Pp. 549. Price $1.50. Poor paper and bad type. Contains twenty-five chapters, respectively entitled, Toys; Tasks; On Attention; Servants; Acquaintance; On Temper; On Obedience; On Truth; On Rewards and Punishments; On Sympathy and Sensibility; On Vanity, Pride, and Ambition; Books; On Grammar and Classical Literature; On Geography and Chronology; On Arithmetic; Geometry; On Mechanics; Chymistry; On Public and Private Education; On Female Accomplishments, etc.; Memory and Invention; Taste and Imagination; Wit and Judgment; Prudence and Economy; Summary.

A really charming book, of great merit and originality, and deserving of republication in good style. The philosophy of the work is *mild Rosseauism Englishified.* The book was written more than half a century ago. The foot-notes show the scope of the authors' reading to have been broad. The style of com-

position is lively, though now somewhat antiquated. There are many quaint anecdotes.

Cincinnati, O. W. H. V.

EXPERIMENTS IN LIGHT.—II.

With the piece of apparatus described in the last article as a beginning, a long series of experiments can easily be arranged by the teacher. Arrange the programme so that the recitation hour shall be the one in which the sun is in the most favorable position, which depends, of course, upon the position of the room and windows.

Scatter dust in the path of the beam, and it will be seen to be *straight;* pass it through a convex lens and *convergence* is shown; through a concave lens and *divergence* is illustrated. (Spectacle lenses will answer a good purpose.) Let it impinge upon a piece of looking glass, and it can be turned to any part of the room, showing *reflection.* A bright piece of tin or other metal may also be used. By dropping a drop of sealing wax upon the center of the mirror, and sticking a long, straight straw into it perpendicular to the mirror, the *equality of the angles of incidence and reflection* may be shown.

Prepare three pieces of card board large enough to cover the aperture in the window, and cut a small hole in the center of each; let one be a circle, one a triangle, and the other a square; cut them smoothly, and let their longest line be not more than one-fourth of an inch. Place them in succession over the aperture, and notice that the spot upon the wall opposite *remains* circular. Leave one of the cards over the aperture, and hold a sheet of white paper near it, moving it backward and forward until a distinct, inverted image of the objects outside the window is formed.

Refraction is best shown to classes by means of a water tank made in the following manner: Take a board ten inches wide, two feet long, and one inch thick, and with a grooving plane or plough make two grooves upon the upper side of it, half an inch from the edges and three-eighths of an inch deep; make two other pieces of the same width, and grooved in the same way, but only fourteen inches long. Now saw grooves across the ends of the long piece, one inch from the end, one inch

wide, and as deep as the others, and set the shorter pieces in them, fastening them firmly by nailing up through into them. Get two panes of glass 14 by 20, double thickness, slide them into the grooves, and fill the spare room on the inside with putty. This forms a box with glass sides, which, when the putty is dry, will hold water, and which will be found very convenient in many experiments. It is well to oil the wood work inside, and to fasten the top together by running two wires over the top edges of the glass, and bending their ends down into the wood. Fill the box with water, stir in a little soap, and then, by means of the piece of looking glass, throw the beam of light into it. The change of direction is plainly seen.

Cut a slit an inch long and a sixteenth of an inch wide in another piece of card board, and tack it over the aperture, with the slit vertical. Place the convex lens in front of it, moving it backward and forward until a distinct image of the slit is formed upon the wall opposite. Now place a prism upon a box or stand in front of the lens, and turn it until the best effect is produced; the solar spectrum will appear upon the wall opposite, but a little to the right or left. An old fashioned lamp pendant will give a very good spectrum.

Several of the more interesting experiments in color, can be shown by means of the colored gelatin cards used lately for advertising purposes.

State Normal School, Winona, Minn. C. A. M.

ELECTION AND FLEXIBILITY VERSUS SYSTEM.

To a certain class of schoolmen, the words "election" and "flexibility", when used in connection with school work, mean simply a destruction of system and classification. The class believe in one fixed and inflexible course of study for a system of graded schools, which must be adhered to except in some extreme case.

We have another class of teachers (by no means small) and a very large number of parents, who entertain serious doubts in regard to the wisdom of the above plan, and who are anxiously hoping for some solution of this troublesome problem in a way that shall satisfy all parties, and yet lose nothing in results.

It is well known that in all of our schools there is quite a large percentage who, for various reasons, are unable to accomplish a full course of study with profit and success. Shall these be kept in the same grade for an indefinite time because they can not accomplish as much in all directions as may be required? or what shall be done with them? Would it not be wise for boards of education to arrange a course of study for the last two years of the grammar school and for the high school, which course or courses, if desirable, should contain a *minimum* number of studies, taken from among those regarded by the great mass of people as *practical*, with such additional studies as may be necessary for the employment of the stronger and more ready pupils, and such as may be especially applicable to the wants of the community in which the schools may be located?

Such a plan would give to every parent an opportunity of making a selection of part of the studies, at least, to be pursued by their children, and naturally cause them to feel more in sympathy with the school and its interests. Would not some such plan, modified to meet the needs of different localities, remove a burden from teachers, and give a much larger liberty to parents in the education of their children, and, at the same time, not impair but rather strengthen the efficiency of our public-school system?

Columbus High School. E. H. Cook.

——The teacher's special virtues must be always a persistent will and a patient spirit. He has no right to expect ripe fruit as the immediate result of the seed of the truthfulness he plants in the little child. He may rejoice if the vital seed is lodged in the deep soil, like the grains of wheat in the Egyptian mummy case, waiting the light and warmth of future years. The last stroke shivers the toughest iron, and the last moment of an almost hopeless discipline sometimes breaks the false and stubborn will of a wicked child. Who does not recall, in his own experience, the final effect of precept, example, and training which had seemed to die out, or never touch its subject? * * * But you, who fix your eye on the highest mark, and with a victorious patience and a wisdom reinforced by prayer and consecration, preach and practice the truth in the schoolroom, are working in the line of Divine Providence, and will surely be felt in the final result.—A. D. Mayo.

EDITORIAL DEPARTMENT.

——We call attention to the excellent series of articles by our Special Contributor on "Methods of Teaching Beginners to Read." The January article presented a minute and exhaustive classification of the various methods in use, and the succeeding articles begin a careful examination of these methods with the view of determining their comparative merits. Mr. Holbrook has given this subject special study.

——We give Miss Lathrop's report entire in this number, having found it difficult to omit any considerable portion of it. We heartily indorse what she says of the justice of giving due credit for professional success. We are obliged to postpone the publication of the extract from Mr. Wiles's report on the early withdrawal of children from school. It will appear in our May issue.

——We more than half suspected that Mr. Harrington's "circle-within-a-circle" plan of adjusting the studies of pupils had more of fancy than fact in it, and we are not surprised to learn that the inner circle is so small and shadowy as to be quite unobservable in actual practice. We are now disposed to consider the plan of adjustment a conundrum, and we "give it up." If we understand Mr. Harrington, the pupils in the New Bedford schools are practically advanced in unbroken classes over the same course of study, the exceptions being too few to create a disturbing ripple in the system, and he sees no necessity or advantage in a reclassification. Is the condition of the New Bedford schools exceptional? The objections which he urges against the promotion of the more advanced pupils over a short interval, necessarily apply with much greater force to their promotion over a year's interval. This brings us to the two questions of fact which we raised last month. Is there any necessity for a reclassification of pupils in graded schools? Is the reclassification which can be made under the "year" system, sufficiently complete and just to meet the varying condition and needs of pupils?

——In his recent report, Supt. Stone, of Springfield, Mass., thus states his views on the subject of classification:

"The perfection of school organization, as I understand it, is reached when every pupil has a chance to do his best. This can be accomplished only by judicious grading; but schools are frequently graded so mechanically, that they fall far short of the highest efficiency. In this way arises the objection, sometimes made, that work in graded schools is slow, and that pupils are not unfrequently hindered, rather than carried forward, in their progress. It must be acknowledged that, unless grading is done strictly according to proficiency and ability, the advantages claimed for it are not attained. The mistake most frequently made in grading a school is in supposing that a class once formed can be continued, for a considerable length of time, without

any promotions or other changes. It can hardly be expected that 50 pupils, even of similar proficiency, at the commencement of a school year, can be placed in a room and kept profitably employed there for a twelvemonth upon the same amount of school work. A difference in ability will soon develop itself, and then if the rate of progress is graduated to the average, or, as is sometimes done, to the minimum capacity of the class, those who are able to do more will soon find themselves with considerable unoccupied time upon their hands. Such a result is especially to be deprecated; for it is an important principle to be borne in mind that pupils do not study to the best advantage nor accomplish their greatest and best work, unless they feel the necessity of constant effort. They ought not to be hurried, but they should feel that they can not be idle without incurring the danger of falling into the ranks of the laggards and the drones. Persons of active minds must have employment of some kind, and if they do not find sufficient legitimate work in school, they often, from mere restlessness, occasion the teacher much trouble in the way of discipline, or become disgusted and leave school altogether. Their minds are dwarfed if they remain under such circumstances; they have little enjoyment in their work; and it is not strange that they lose their patience and their interest."

We have requested Mr. Stone to tell our readers how this difficulty is solved in the Springfield schools, and he has promised to "rise and explain."

——THE statement of the origin, work, and limitations of the National Bureau of Education, recently prepared by Alex. Shiraz, D.D., under the direction of the Commissioner of Education, is a strong defense of this useful and necessary agency for the collection and dissemination of educational information. It shows that the Bureau was established in response to the wishes of the leading educators and school officers of the country. The memorial to Congress, presented by a committee of the National Superintendents' Association, is given entire. The important work already done by the Bureau is sufficient evidence of its usefulness, and the high appreciation of this work throughout the country is an assurance that it will be continued. It is a gratifying fact that of the four grand diplomas of honor given the United States in the educational group of the Vienna Exposition, one was bestowed on the Bureau for "distinguished services in the cause of education and for important contributions to the Exposition." A few months since we had the pleasure of looking through the rare educational library already collected by the Bureau, and we are not surprised to learn that it compares favorably with the best in Europe. The entire history of the Bureau refutes the objections urged against it as a centralization of authority. It has no authority whatever over the school systems of the several states, and is not the remotest step toward a system of education under the direction of the National Government. The limitations of its duties, so clearly defined by the act of Congress, have received the repeated indorsement of the educational associations of the country.

——WE have before us several articles clipped from exchanges, complaining of the failure of our schools to teach their pupils to write and speak good English. Various reasons for this failure are assigned. Mrs. Swisshelm thinks that it is largely due to an unreasonable devotion to mathematical studies. Another writer charges it to the study of technical grammar, which he regards a hindrance to the use of correct language. Another thinks it is due to the bad example of teachers, and

still another asserts that the training of the schools is largely counteracted by the incorrect language heard and used out of school. The unsatisfactory result complained of is doubtless due to all of these causes and to several others which might be specified. In many of our schools too much time comparatively is given to arithmetic, and tecnical grammar is studied much too early in the course. Notwithstanding Lindley Murray's definition, grammar is not the means for acquiring the art of speaking and writing correctly. It is at best only the finishing instrument. The correct use of language must be learned, as every other art is learned, *by practice under intelligent guidance.* School training should furnish this practice in large measure. There can not well be too much of it. It should enter into every recitation, and besides have a separate place in the daily programme. Composition should be taught as faithfully as arithmetic. When all is done that can be done in school, the result will be more or less imperfect. So long as there is a lack of culture in the home, the school will not attain satisfactory success.

—— THE February meeting of the Cincinnati Principals' Association was devoted to a consideration of the subject of English grammar in the district schools. The discussion was opened by Mr. E. H. Prichard, of the Second Intermediate School, who read a paper showing that, under the best instructors, the pupils in these schools are not learning technical grammar but a jumble of definitions and rules which they are incapable of applying to any purpose. Several compositions, written by pupils in a recent examination, were read to show that the drills in technical grammar do not assist the pupils in the use of language. It was properly urged that children under twelve years of age have not sufficient maturity and strength of mind to understand the principles and rules of grammar, and it is a waste of time to attempt to teach them to so young pupils. The paper closed with a resolution to dispense with the present instruction in English grammar in the district schools. The *Commercial* states that the paper was received with applause, and that there was an enthusiastic concurrence in the views presented. Mr. Dill moved that the time now given to grammar drills be devoted to memorizing and reciting standard compositions, prose, poetry, and dialogues. After a spirited discussion the subject was laid over, and made the special order for the next meeting.

—— THERE seems to be an increasing complaint that too much is attempted in our public schools, especially in the middle grades. It must be admitted that the addition of the elements of natural history, physics, United States history, drawing, music, etc., does make a somewhat formidable showing, but it should be remembered that the instruction in most of these added branches is or should be oral, and that the lessons are so arranged as to alternate with each other, thus demanding but little time each day. We see no necessity for the alleged neglect of reading and spelling and the other fundamental branches. But whatever may be true, we are not sorry to see a counter movement to the

effort to make technical instruction a prominent element of the public school course. It is even demanded that the trades should be taught. Our public schools have enough to do without attempting to give their pupils special preparation for industrial pursuits. Their chief work is to give a general preparation for all the duties of life. The demand for technical instruction should be met by special schools.

—— To the question, "Should pupils be required to pronounce each syllable when spelling orally?" the *Indiana School Journal* for March gives essentially the same answer that we gave in our March issue. The editor says:

"While we deem it highly desirable that each syllable should be pronounced distinctly and pronounced when spoken separately, just as it is pronounced when spoken in connection with the other syllables to form the whole word, we do not believe it desirable (except for primary pupils) that the preceding syllables should be pronounced after the spelling of each syllable. Let each syllable be given distinctly, without any repetition, and then the entire word in conclusion. This saves time and yet reaches all desirable results, so far as we are able to see."

The "Spelling Match Mania" which has swept Ohio and passed into other states, suggests an inquiry respecting the value of oral spelling. A correspondent thinks that while oral spelling may be useful in teaching distinct enunciation and correct pronunciation, the written method should be chiefly relied upon to teach spelling. This is the opinion of many teachers and superintendents, and in many schools the written method is used almost exclusively, even in primary grades. Has not the oral method some merit as a means of teaching spelling, especially to young children? When the spelling lesson is carefully written by primary pupils as a part of its *preparation* and then spelled orally, are not the advantages of both methods practically secured?

—— The outcry against poor spelling is an old one. Spelling was the hobby of the schools of our boyhood, as it should be of every elementary school, and yet the great majority of the pupils could not go through a page of the old spelling book without missing. The memory of the "oldest inhabitant" does not run back to the time when the pupils leaving the schools were, as a class, good spellers.

THE EXAMINATION QUESTION.

The movement instituted by the teachers of Cincinnati, to which brief reference was made last month, is but an emphatic expression of a feeling widely prevalent among the teachers of Ohio. There is an increasing objection to the provision of the law which compels all teachers, whatever may be their scholarship, experience, or success, to submit to repeated examinations with a view of determining their ability to teach. It is properly urged that approved scholarship and successful experience ought to entitle a teacher to some permanent membership in the profession. There is neither sense nor justice in the policy that utterly ignores the highest scholastic and professional attainments.

The Ohio system of examining teachers has two leading objects. It aims (1) to protect the schools from unqualified and incompetent teachers, and (2) to stimulate those holding certificates to increase their qualifications. To secure these desirable results county certificates are made valid for six to twenty-four months, and those issued by city examiners, from one to three years, thus subjecting teachers to frequent examinations. So far as scholarship is concerned, the first of these objects is attained when a teacher has passed two thorough examinations and received the highest grade of certificate. It is certain that the schools do not need to be protected from such teachers. The second object is sufficiently attained when a teacher shows that he has a thorough knowledge of the prescribed branches. He does not longer need to be forced to keep reviewing arithmetic, geography, and English grammar. If he teaches these branches, he will necessarily review them; if he does not teach them, he need not be compelled to review them. On the contrary, he needs both the opportunity and the encouragement to widen his range of reading and study. It thus appears that *with this class of teachers* the system fails to secure either of the two objects aimed at. It worse than fails for teachers of the highest attainments, and success are sometimes driven out of the schools.

The first effort to remove this serious defect in the Ohio system was the creation of a State Board of Examiners with authority to grant life certificates to teachers of "eminent professional experience and ability." This is a proper recognition of the fact that teaching is a profession, and that there are teachers entitled to a permanent membership in it. But the state certificate is necessarily within the reach of too few teachers to meet fully the demands of the profession. It needs to be supplemented by some provision which shall duly recognize the professional standing of a much larger number of worthy teachers in both city and country—in graded and ungraded schools.

We made this suggestion in the State Convention of School Examiners, held in Columbus in 1871, and submitted the outlines of a plan for the issue of these professional certificates. The suggestion met with great favor and the State Commissioner has brought the subject to the attention of the General Assembly at each session since held. At the opening of the present session, Judge Case, then chairman of the School Committee of the House, introduced a bill providing for the appointment of district examiners, several counties constituting a district, with power to issue professional certificates valid for five years, and renewable on satisfactory evidence of continued success. The bill was indefinitely postponed on the recommendation of the committee, but the Cincinnati memorial has since been presented, and it is hoped that the needed legislation may yet be secured. It would be a strange, though not surprising inconsistency, if the General Assembly should amend the school law for the relief of teachers in the five largest cities, and, at the same time, refuse to recognize the equal professional rights of the great majority of the teachers of the state.

Relief from unnecessary reëxaminations is more needed in the country than in the cities. The expense and trouble incurred in attending the

examinations are not only greater in the country, but the rule requiring all teachers to be reëxamined is uniformly enforced by county examiners. There are country teachers who have been examined ten or more times, receiving at each examination a high grade of certificate. They are known to be the best qualified teachers in the county where they reside. Are not such teachers as justly entitled to a permanent certificate as teachers of like standing in the cities?

Indeed, it is believed that city examiners have now the power to renew certificates without a reëxamination. The Columbus examiners renew first-class certificates on evidence of satisfactory success, and this policy may be safely adopted in cities and towns where the ability and success of each teacher are or may be known by the examiners. But the policy may be set aside by any board of examiners so disposed, and hence teachers can not depend upon its continuance. What is needed is some settled provision applicable alike to city and country, and adapted in its details to the circumstances of each. The best provision now practicable, as it seems to us, is the issue of a grade of professional certificates, valid for at least five years, and renewable on sufficient evidence of satisfactory success. We think it would not be difficult to devise a system that would place this professional certificate within easy reach of all teachers possessing the requisite scholastic and professional attainments.

We desire to add that we do not favor the lowering of the present standard of scholarship required of teachers. It is now too low. A knowledge of the branches taught is an essential qualification of a teacher, and hence such knowledge should be made an essential requisite for a certificate. A teacher's examination should thoroughly test his scholarship, and so long as it is found inadequate, there should be no release from the necessity of study. For this reason the lowest grade of certificate issued should not be valid for more than one year. It is poor policy to give young teachers, with an imperfect knowledge of the elementary branches, certificates valid for two or more years. We also hold that a teacher's examination should test his *professional* knowledge. The entire system of normal training is based on the fact that a knowledge of the principles and methods of teaching is a very important part of the teacher's preparation. Such knowledge may be as satisfactorily tested by a proper examination as a knowledge of the branches of study. It is true that the possession of professional knowledge does not insure success in its application. Neither does a knowledge of any branch of study insure the ability to teach it. Knowledge does not always impart skill, but it is the first requisite. We believe that the law is right in prescribing a knowledge of "theory and practice" as an essential requisite for a teacher's certificate, and we hope the time may soon come when this provision will not be ignored by any examiners. Every good school affords the pupil an opportunity to acquire some knowledge of methods, and to impart a knowledge of vital principles and true practice is an important function of the teachers' institute and the normal school.

SCHOOL RECORD OF OHIO FOR 1874.

From advanced sheets of the annual report of the State Commissioner of Common Schools of Ohio for the year ending Aug. 31, 1874, we select the following important statistics:

Number of school districts in the state	1,919
Number of township districts	1,337
Number of subdistricts in township districts	10,663
Number of schoolhouses in township districts	10,664
Number of schoolhouses in other districts	1,024
Number of schoolhouses erected in the year	579
Cost of schoolhouses erected and grounds	$1,164,786
Total estimated value of schoolhouses and grounds	$18,829,586
Number of unmarried youth between the ages of six and twenty-one in September, 1873	991,708
Number of youth between the ages of sixteen and twenty-one in 1873	236,965
Number of pupils enrolled in public schools in 1873–4	692,741
Number of pupils enrolled between 16 and 21	88,113
Average number of pupils in daily attendance	429,630
Average monthly enrollment	526,904
Number of different teachers employed	22,375
Number of teachers necessary to supply the schools	14,681
Number of teachers employed the entire school year	7,198
Number of local superintendents employed	214
Number of different applicants for county certificates	25,202
Number of different applicants rejected	5,198
Average number of weeks primary schools were in session in township districts, 27: in other districts	35
Average monthly wages of teachers in townships, not including high schools,—male. $39; female	$26
Average monthly wages of teachers in other districts, not including high schools,—male, $57; female	$36
Receipts from state tax (one mill)	$1,491,510.13
Receipts from local taxes	$5,960,625.40
Receipts from interest on irreducible school funds and rents of school lands	$225,523.20
Receipts from fines, licenses, etc	$223,310.72
Receipts from sale of bonds	$399,625,32
Balance on hand Sept. 1, 1873	$2,759,744.91
Total receipts	$11,060,339.68
Amount paid teachers	$4,614,499.41
Amount paid for local supervision	$138,530.09
Amount expended for sites, building, and repairs	$1,474,082.95
For fuel and other contingent expenses	$1,328,452.00
For interest on and redemption of bonds	$516,603.20
Total expenditures	$8,072,167.65
Average rate of local school tax in townships	3.60 mills.
Average rate of local school tax in other districts	6.86 "
Number of county teachers' institutes held	75
Number of teachers in attendance	8,579
Cost of the institutes held	$15,318.81

A comparison of the above statistics with those returned the previous year, shows a considerable increase in most of the more important items, including the number and cost of schoolhouses erected, the number of pupils enrolled in the schools, the average number in daily attendance, the number of teachers employed, the average number of weeks schools were in session, the amount paid teachers and local superintendents,

the total expenditures, and the local school tax in townships. The increase in the length of time the schools were in session was *one week*—the most significant fact reported. The schools of the entire state were in session on an average 29 weeks. Of the 10,663 subdistricts in townships, only 528 sustained their schools less than 24 weeks.

The increase in school expenditures was $640,192.65—a very large increase for a year of financial disaster. The increase in the amount paid teachers was $308,697.83—a result doubtless due in part to the payment of indebtedness incurred when the rate of local levy allowed by law was too small in many districts to meet expenses. The law now allows a levy of seven mills.

But the most interesting items in the tables are those relating to school attendance. For the first time in the history of the school system, the enumeration and the enrollment are reported on the same basis. The new law makes the school age from six to twenty-one years, and requires a separate return of the number of youth between sixteen and twenty-one years of age. The Commissioner's blanks require the return of the number of youth enrolled in the schools and also the number between sixteen and twenty-one years of age enrolled. These returns show that the whole number of youth in the state between six and sixteen in September, 1873, was 754,743, and that the number of pupils between six and sixteen enrolled in the public schools was 619,830. It thus appears that over 80 per cent of the youth between six and sixteen were enrolled as pupils in the public schools. The number who attended parochial and other private schools, was not less than 50,000. These facts justify the Commissioner's statement, that about *ninety* per cent of the youth of the state between six and sixteen attended school some portion of the year. If due allowance be made for the number of youth withdrawn from school between twelve and sixteen years of age, and the number kept out of school for one year on account of sickness, it will be seen that there are not many thousands of youth in the state growing up entirely unschooled. It is certain that there are many whose schooling is much too limited. We are much gratified that these returns, the first under the new law, sustain the view we have held for years.

The Commissioner wisely adheres to the average monthly enrollment as the basis for computing percentages of attendance. We are surprised to find the average per cent of daily attendance, computed on this basis, is 79 in the townships and 88 in other districts. The attendance in the townships is more regular than we supposed it to be, and the average attendance in the cities, towns, and villages is very creditable. When the daily attendance of a school reaches 90 per cent of the monthly enrollment, there is very little unnecessary absence.

The returns show an increase in the number of applicants for a certificate and a corresponding increase in the number of rejections. For several years past about 20 per cent of the applications for a county certificate have been rejected. The returns from the local boards of examiners are not so creditable, less than 10 per cent of the applicants having been refused a certificate. Nearly forty per cent of the persons applying for a county certificate were under 20 years of age.

The Commissioner ably discusses several topics of practical interest, including school statistics (a subject to which he has lately given special attention), higher education, the township system, the management of teachers' institutes, and compulsory education. Mr. Harvey has very little faith in the readiness of the people of Ohio to enforce a general law compelling school attendance, and hence he questions the expediency of such legislation. He earnestly advocates the enactment of laws for the suppression of truancy and vagrancy, and forbidding the employment of young children who have not received school advantages. He believes that such laws could be enforced. Several pages are devoted to a discussion of the institute question. The friends of Ohio colleges will thank him for his strong defense of these institutions. His application of the doctrine of "the survival of the fittest" is very happy.

When we say that this report is, on the whole, the best of the four prepared by Mr. Harvey, we pay it a sufficient compliment. It is a worthy conclusion of his official labors.

FOURTEEN YEARS IN HARNESS.

This number closes the fourteenth year of our connection with the OHIO EDUCATIONAL MONTHLY, and most of this time we have been its proprietor as well as editor. We believe that no other educational journal in this country, with the exception of Dr. Barnard's quarterly, now suspended, has ever been as long under the management of one person. and, so far as we know, we were the first to make successfully the experiment of devoting the greater part of one's time to such an enterprise. Our first number was edited amid the intense popular excitement occasioned by the attack on Fort Sumter, and, for a time, we feared that we should be obliged to abandon our undertaking. We have since experienced many discouragements, but the desire to promote the cause of education through this efficient agency has kept us from yielding to the feeling that we ought to devote our time to more remunerative labor.

During these fourteen years we have written over 2,500 editorial pages, discussing nearly all educational subjects of practical interest. Our views on some of these subjects have changed, but we are happy to find so little in these pages that we now regard as error. We congratulate ourself on the fact that the desire to be "spicy" and "sharp" has so seldom tempted us to indulge in personal criticism. These 2,500 pages contain very few paragraphs which have injured any one in feeling or reputation, while they abound in good words heartily written for hundreds of true and earnest workers. It is unnecessary to say that the MONTHLY has fallen far short of our ideal, and that we have little occasion for exultation. We are encouraged by the fact that its last year was more properous than any previous one, and that it has now more earnest friends than ever before.

We must resist the temptation to occupy space with a statement of what these fourteen years have taught us respecting educational journalism. We have found by experience that it is beset with peculiar difficulties. More than one person has entered upon it with the ardent belief that he could edit an educational journal that would be eagerly sought for and read by teachers, and has only learned his mistake in a failure to raise money enough to meet expenses. The improvement in the educational journals of the country in the ten years past has been very marked, and it is hoped that the next ten years will awaken such a professional spirit among teachers that the more worthy of these journals will have adequate support.

The above was specially intended for the readers of the *Monthly*, but it seems to possess sufficient general interest to justify its insertion in the NATONAL TEACHER. The TEACHER was started in October, 1870, as a national edition of the *Monthly*. Each volume contains about *fifty* pages of matter of general interest substituted for the purely local intelligence in the *Monthly*, of special interest only to Ohio readers.

EDUCATIONAL INTELLIGENCE.

—— WHEN notified that a subscriber has failed to receive any number of this journal due him, we always remail it.

—— PROF. S. J. KIRKWOOD, of Wooster University, Wooster, O., has a a good copy of the "Mécanique Céleste" for sale.

—— DURING the week ending January 29th, the evening schools of New York City were attended by 7,643 pupils, of whom 75 were colored. The schools were taught by 287 teachers. The session just closed has been attended with unusually good results.——The evening schools of Philadelphia have been attended by 1,300 pupils with 220 teachers.

—— A New York daily devotes nearly three columns to an interesting sketch of the publishing house of Ivison, Blakeman, Taylor & Co., including a biographical sketch of each of the members of the firm. This house is one of the largest in the world engaged exclusively in the publication of educational books. It has won its large success by wise and honorable business management.

—— IT is estimated from incomplete statistics that both sexes attend two-thirds of the academies and normal schools in the country, and about three-eighths of the colleges and so-called universities. The business colleges and the industrial schools are generally open to both sexes, and a few women are attending some of the medical and law schools. This may be accepted as a practical expression of the sentiment of the country on this subject.

—— In a recent work on German Universities, Prof. Hart, of Cornell University, says: "Massachusetts excepted, there is not a state where public schools attempt to fit young men for college"—a statement evidently made in the absence of all correct information, if not of inquiry. It is hoped that the author knows more of higher education in Germany than he does of the public school system of this country.

—— The last semi-annual report of Mr. Philbrick as superintendent of the public schools of Boston, gives a very interesting sketch of the important changes and improvements made in the past eighteen years. The progress is most remarkable in matters pertaining to pedagogical science. The report is a worthy conclusion of a long and noble service. The annual report of the school committee, prepared by Wm. T. Adams ("Oliver Optic") pays Mr. Philbrick a very high compliment.

—— Supt. F. M. Campbell, of Oakland, Cal., in an able report, recommends the adoption of the plan of promoting pupils twice a year, instead of once, as has been the practice in that city. He also recommends the organization of the primary departments on what is known as the half-time system—each class to be divided into two divisions, one attending in the morning, and the other in the afternoon. It is urged that the teachers should receive increased compensation in view of the increased labors imposed by the system.

—— The New York State Normal School at Buffalo, Henry B. Buckham, principal, now employs eleven regular teachers, besides those in the school of practice. A full year is given to the graduating course, which includes mental and moral philosophy, principles and methods of teaching, practice in practice school, etc. This year's work must be done in the school; all the other courses of study may be omitted by passing the required examination. This seems to us to be a sensible arrangement. The school of practice contains classes in each of the ten grades of the city schools.

—— The last annual report of Secretary Northrop, of Connecticut, contains a discussion of the question of mixed schools, in which strong ground is taken against the Civil Rights Bill, then pending in Congress. He thinks that the forlorn condition of educational matters in North Carolina is due to the attempt to force mixed schools upon the people, and this opinion is the result of a visit to the state last year. In Virginia, where mixed schools have not been attempted, the public school system has made marked progress. Our own observations in several of the Southern States justify Mr. Northrop's position respecting mixed schools in the South.

—— At the last meeting of the State Teachers' Association of Michigan, Supt. J. C. Jones, of Pontiac, read a paper on preparatory work of high schools. We learn from it that in 1873 nine high schools sent sixty-seven students to the state university, who were admitted on diploma. The high school in Ann Arbor sent thirty-three. In twenty-nine of the high schools of the state, 529 pupils are preparihg for the university or

some college, being nearly equally divided between the classical and scientific courses. The paper contains much information respecting the practical working of the high schools of Michigan.

—— Dr. A. D. Lord, Superintendent of the New York State Institute for the Blind, at Batavia, died on the 7th of March, after a brief illness. This announcement will bring deep sorrow to very many of our readers. Dr. Lord was one of the pioneers in public eduaction in Ohio. As early as 1839 he became principal of the Western Reserve Teachers' Seminary, at Kirtland, and, in the eight years of his connection with the institution, hundreds of teachers were sent out with new and better ideas and methods of teaching. In 1847 he accepted the superintendency of the public schools of Columbus, resigning the position in 1856 to take charge of the Ohio Institution of the Blind. He filled this position for nearly twelve years, resigning in 1868 to accept the Superintendency of the New York State Institute for the Blind. In all of these positions he was eminently successful, but it is for other labors that Dr. Lord is most gratefully remembered by the teachers of Ohio. He was a prominent and earnest worker in all of those great movements which resulted in the organization of the new school system in 1853. He was a leading instructor in nearly all of the teachers' institutes early held in the state, conducting the first, though not then called an institute, at Kirtland in 1843. He was one of the organizers of the Ohio State Teachers' Association, and for years was one of its leading and most active members. In 1846 he started the *Ohio School Journal*, publishing the first volume in Kirtland, and the remaining three volumes in Columbus. In 1850 the *School Journal* was united with the *School Friend*, published by W. B. Smith & Co., Cincinnati, and Dr. Lord was made the chief editor. In this and the following year he edited and published the *Public School Advocate*, devoted chiefly to the school interests of Columbus. In 1852 he was appointed editor of the *Ohio Journal of Education*, the new journal published by the State Teachers' Association. He edited the first four volumes. But we forbear. It is impossible to give a worthy sketch of such a life in a single paragraph. Suffice it now to add, that his many true and earnest words live in the lives of thousands, and that the memory of his noble christian life and character will ever be precious to all who knew him.

Columbus, O.—The annual report of the public schools for the year ending Aug. 31st, 1874, is a handsome document of nearly three hundred pages. President Walcutt's brief report shows that the financial condition of the board is excellent, and the hope is expressed that the local school levy may be considerably reduced the present year. He discusses briefly the subjects of drawing and school discipline, and congratulates the board on the fact that the condition of the schools is prosperous "in the highest degree." The report of Supt. Stevenson fills seventy-four pages, and is a very full and interesting exhibit of the condition and progress of the schools. The summary of statistics given shows that the whole number of youth between six and twenty-one years of age in the city, in October, 1873, was 11,346, of whom 3,122 were between six-

teen and twenty-one. The number of pupils registered in the public schools was 6,540; in the night schools, 370; in church and other private schools, 1,010—giving a total of 7,920. It thus appears that the whole number of pupils enrolled in school, public and private, was over 96 per cent of the number of youth in the city between six and sixteen years of age. If due allowance be made for the few pupils above sixteen years of age in the schools, this per cent will still be as high as 90. The average number of pupils in daily attendance was 4,710, and the number remaining at the close of the year was 4,680. The number of teachers employed, including the two superintendents, was 116. Mr. Stevenson devotes considerable space to the subjects of classification, language, geography, music, drawing, examinations, text-books, tardiness, educational forces, and several other topics of practical interest. The article on language is so clear a statement of the course of instruction on this subject, that we hope to publish it in an early number. The instruction in geography is very fully described. Marked progress in both music and drawing is reported. We learn from the article on examinations, that seven written and seven oral examinations, and a public examination at the close of the second term, were held in the year. Six of the examinations occurred at intervals of from four to six weeks, and covered respectively the work done in the several grades during each period. The final examination in June covered the work of the whole year. The tables giving the results of this final examination, show that 80 per cent of the pupils examined were promoted. It thus appears that 20 per cent of each class, on an average, were put back in the course one year. The number of pupils promoted to a higher class during the year was 486—about 7 per cent of the number enrolled. The management of the high school is strongly commended. There was but one case of suspension, and no case of other punishment in the year. Good discipline was maintained by "moral forces." The report of the principal recommends that provision be made for the best instruction in reading and penmanship. Mr. Stevenson makes short work of several of the reckless charges often made respecting the price and sale of text-books. He also gives a table showing the actual expense for books and material in each grade of school below the high school. The total expense for each scholar who takes the regular course of study for *eight* years, is $21.48. In this estimate no allowance is made for books passing from child to child. We regret that we can not devote more space to this excellent report, in many respects the best report of the Columbus schools yet issued.

University of Wooster.—This institution, located at Wooster, O., was organized in 1866, and opened for students in 1870, with Dr. Willis Lord, president, who was succeeded in 1873 by Dr. A. A. E. Taylor. The grounds contain twenty acres, and are beautifully situated upon an elevation about a mile from the centre of the town. The building for recitations, library, museum, chapel, literary halls, etc., is a handsome brick edifice four stories high, with French roof. It cost $115,000. The present endowment is $200,000. The medical department, located at Cleve-

land, has 15 professors and teachers, and in 1874 there were 85 students. The collegiate department graduated 6 students in 1871, 8 in 1872, 13 in 1873, and 27, including one lady, in 1874. Its four classes now contain 153 students—31 ladies and 122 gentlemen—and the preparatory department has 72 students. The number of professors and teachers in these two departments is 12. The above facts indicate that this new institution has already attained a degree of prosperity excelled by few, if any, of the older colleges in the state.

NEW YORK.—We stated last month, on the authority of an exchange, that the committee of the New York Board of Education on the course of study had made a report in favor of "excluding all branches of study not strictly embraced in what is known as an elementary education." Supt. Kiddle informs us that no such report has been presented to the board of education. A resolution to this import was offered and referred some time ago, but it has not as yet been considered by the committee. He thinks that the City College for Boys and the Normal College for Girls are perfectly secure.

BOOK NOTICES.

THE JUNIOR CLASS ARITHMETIC: Oral and Written. Designed for Graded Schools. By DANIEL W. FISH, A.M., Editor of Robinson's Series of Progressive Arithmetics. New York and Chicago: Ivison, Blakeman, Taylor & Co.

For obvious reasons, we do not like to review an arithmetic, but here is one so nearly embodying our own pet idea, that we venture to call it a sensible affair. It is also evidence that shrewd publishers are convinced that the plan of publishing oral ("mental") and written exercises in arithmetic in separate books has about had its day in American schools, where alone it has prevailed, to any extent. We also expect to see our idea of limiting a series of arithmetics to *three* books generally accepted. Three series on this plan have already been published, and we happen to know that two more are in process of publication. Well, the West likes to have the support of the East in measures of educational progress, as well as in the little matter of running the National Government! But we must come back to the "Junior Class Arithmetic." The union of oral and written exercises is not a pretense, as is true in several arithmetics lately issued, but the work is thoroughly and honestly done. Throughout the book numerous oral exercises precede and prepare the way for the written. We see no special advantage in inserting the rule in the midst of the written problems, instead of after them. The teacher should use the author's rule *only when the pupil is prepared for it*, and this may require the solution of one or twenty problems. No author can tell how many solutions will be required. The work includes the fundamental rules, fractions, common and decimal, denominate numbers, and percentage, and is designed for that class of pupils who wish to take a shorter course in arithmetic.

SHELDON'S READERS. A New and Attractive Series. Prepared by Prof. E. A. SHELDON, Principal of State Normal School, Oswego, N. Y. New York: Scribner, Armstrong & Co.

It is difficult to determine the merits of a series of readers by such an examination as we have time to make. There are too many things to be considered and too many books to be tested with reference to each point. Our examination of this series has been sufficient to disclose many excellences, and to give us a very favorable impression of its character. The excellence of the mechanical execution is recognized at a glance. The illustrations are numerous, pertinent, and beautiful. In the lower books they constitute the basis, so to speak, of many of the lessons, and are made to convey much instructive information, especially in natural history. The lessons in all the books are rich in valuable knowledge, and, at the same time, they can not fail to interest children. They are also carefully graded, and, what is equally important, do not rise too rapidly. There are few pieces even in the Fourth Reader that will prove dull to an intelligent child nine years of age. The selections possess the requisite literary excellence. If the Fifth Reader, now in preparation, equals the lower books in excellence, the series will take rank among the best now used in American schools.

MANUAL OF ARITHMETIC. By WM. G. PECK, LL.D., Professor of Mathematics and Astronomy, Columbia College. New York and Chicago: A. S. Barnes & Co.

This book is only intended to make the pupil familiar with the more practical processes of arithmetic, the author holding that the theory of arithmetic can not be advantageously taught until the pupil is well grounded in the simpler operations. The book includes common and decimal fractions, compound numbers, ratio and proportion, analysis, especially well treated, percentage, with applications, and a few simple cases in mensuration. Like the Complete Arithmetic by the same author, noticed recently, the examples and problems are well selected and eminently practical. A. G. F.

DRAMAS AND DRAMATIC SCENES. Edited by W. H. VENABLE. Illustrated by Farny. Cincinnati and New York: Wilson, Hinkle & Co.

This is the third and last volume of the author's series of "Eclectic Acting Plays." It contains twenty choice dramas, all selected from standard literature, and adapted to school or parlor acting. They are, as a class, longer and less humorous than the dramatic pieces in the preceding volume, the "Amateur Actor", and, we need not add, are as free from every thing that can offend good taste. The author believes that the proper acting of choice plays is an innocent and profitable pastime, and may be made conducive to the best general culture. All must concede that he has made an admirable selection for this purpose. The series is published in elegant style.

—— The publishers of Webster's Unabridged Dictionary have just added four pages of colored illustrations, representing the arms of the states and territories, the arms and flags of various nations, the naval flags of the United States, etc., thus adding another to the many useful and attractive features of this great work.

NEW BOOKS RECEIVED.

Pestalozzi: His Life, Work, and Influence. By Hermann Krusi, A.M. Cincinnati and New York: Wilson, Hinkle & Co. Price, $2.50.

Addresses and Proceedings of the National Educational Association. 1874. Pp. 306. Published by the Association.

Shaw's Specimens of American Literature and Literary Reader. By Prof. Benj. N. Martin, D.D., L.H.D. Second Edition, Enlarged and Improved. New York: Sheldon & Co.

Young Folks' History of the United States. By Thomas Wentworth Higginson. Illustrated. Boston: Lee & Shepard.

Brown's Government of Ohio; Its History, Resources, and Jurisprudence. By Charles R. Brown. Kalamazoo, Mich.: Moore & Quale. Price, $1.50.

The Mishaps of Mr. Ezekiel Pelter. Illustrated. Chicago: S. C. Griggs & Co. Price, $1.50.

How to Write Clearly. Rules and Exercises on English Composition. By Rev. E. A. Abbott, M.A., Headmaster of the City of London School. Boston: Robert Brothers.

SCHOOL REPORTS.

Annual Report of the Public Schools of Tennessee. John M. Fleming, Supt.

Annual Report of the Public Schools of Wisconsin. Edward Searing, Supt.

Annual Report of the Public Schools of Utica, N. Y. A. McMillan, Supt.

Annual Report of the Superintendent of Schools of the City of New York. Henry Kiddle, Supt.

Annual Report of the Superintending School Committee of Franklin, N. H. J. W. Simonds, Supt.

Report of the General Agent of the Massachusetts Board of Education. Abner J. Phipps, General Agent.

Report of the School Committee of Springfield, Mass. A. P. Stone, Supt.

Report of the School Committee of Worcester, Mass. A. P. Marble, Supt.

Annual Report of the Ohio Institution of the Deaf and Dumb. Gilbert O. Fay. Supt.

Third Biennial Report of the Arkansas Deaf Mute Institute. Elmore P. Caruthers, Principal.

Report of Education in New Mexico for the year 1874. W. G. Ritch, Secretary.

PAMPHLETS.

Education at the Centennial: Extracts from the Proceedings of the Department of Superintendence of the National Educational Association, January 27-28, 1875.

Proceedings of the Schuylkill County Teachers' Institute, Pa. Jesse Newlin, County Supt.

Superior Academic Degrees: A Paper read at a Meeting of the Alumni Association of Earlham College. By Edward Taylor, New Providence, Iowa.

Circular 51. Department of Public Instruction of Illinois. Newton Bateman, Supt.

The German Language as a Regular Branch of Public Instruction. E. Steiger, New York.

THE

NATIONAL TEACHER:

A MONTHLY EDUCATIONAL JOURNAL.

Vol. V. MAY, 1875. No. 5.

AN ERROR NEEDING CORRECTION.

1. There is a vital error in the common method of teaching reading. It seems to be generally assumed that the practice of reading can have no other object than to impart elocutionary skill; to cultivate the power of oral expression. Our children are taught this branch as though a large portion of their existence were to be spent in reading aloud; whereas probably not one-fiftieth of all the reading done by people in ordinary circumstances is of that kind. Within the proper and legitimate sphere of school reading, the voice and ear have just that kind of work to do, and no other, which is performed by the gauge upon the steam-boiler, viz., to afford a means of judging of the condition of things within,—the one of the pressure of steam, the other of the clearness and coherence of ideas. The paramount object in learning to read is to acquire the power of obtaining from the printed page, and by means of the eye only, ideas clearly and quickly. In ordinary school instruction tone, emphasis, inflection, and general expression are, or should be, only the test-marks to indicate to the teacher whether the thought as presented by the printed words is fairly lodged in the mind of the learner. The physical part of reading, the mere vehicle of thought, is worthy of attention only as a secondary matter, to make it a reliable index of what is vastly more important than itself. This perfectly subsidiary character of oral reading is almost entirely lost sight of, and the subject is taught as a fine art, an art of expression only,

the same as music, instead of the art, so to speak, of soul-perception.

2. In frequent school exercises, riddles, conundrums, maxims, parables, etc., can be made of incalculable value. They are strongly and sensibly recommended for such a purpose by Mr. Garvey in his "Manual of Human Culture."

The original intention was to submit in this paper some practical remarks upon the use of this exercise. But this topic together with the first one introduced and their mutual relations, form a subject too extensive for a single paper, involving as they do a large amount of the philosophy of education. Leaving these two propositions to be their own interpreter in the light of what follows, I am constrained to present some facts which will lay a solid but sad foundation for a discussion, which, in the future, may lead to a further elucidation of these thoughts. I hesitate to present any such facts; and do it only in the full faith that every teacher can present a similar record.

The school in which these facts occurred is not inferior, I think, in *general* ability to any; and the specimens which I give are only types of what every school, I am sure, will furnish in some measure. Did I not believe the evil which I have in mind to be very prevalent, and to be due to accepted methods and not to individual teachers, my conscience would not approve this exposition.

The pupils of whom I speak have passed through a rigid system of graded schools with an extended course of study. They have been sifted by numerous impartial and reasonably hard examinations. They have had more than an ordinary amount of drill in reading, grammar, U. S. history, and branches which ought to afford general culture and understanding. They are now in the second and third years of the high school course. In the second year class, numbering forty-two, and averaging probably 14 years of age or more, the following sentence among others happened to occur in their text-book: "Worth makes the man, the want of it the fellow." Not one in the class understood it; one boy venturing the substitute: "Riches makes the gentleman, the want of them the common man." To the sentence, "In peace children bury their parents; in war parents bury their children", more than a half dozen explanations were volunteered; but not one going beyond the literal language, or perceiving the broad truth thus formulated. To

the sentences, "Words are the counters of wise men, and the money of fools", and, "A wise son maketh a glad father; but a foolish son is the heaviness of his mother", explanations were given too absurd to be repeated, or even to be entertained, save for the respect always due to honest answers. Almost by accident upon the part of the teacher the following developments occurred. There was no embarrassment except of an ordinary recitation. The ideas were frankly repeated as according to the best knowledge of the pupils answering. A girl, not below the average of her class, understood that a forced march was accomplished when a body of soldiers by some means, unknown to her, was forced or pushed right through the enemy's army. A boy who has a fancy for history, and who had read a good part of Macaulay's and other histories, but who ranks near the foot of his class, however, when asked to explain the clause, "soldiers sleeping on their arms", replied that the men stood up leaning against their muskets all night, and thus slept.

Only yesterday, in the grade next to the highest in the high school, a boy in a composition, speaking of a pupil's being in hot water in consequence of a poor lesson, took occasion to introduce that rusty pun "Dickens, Howitt, Burns." It formed the conclusion of his essay. The question was asked, "How many discover the last joke in the composition?" One hand was raised. The teacher read the last third of the essay again, and slowly, and repeated the question. The utmost effort raised only four or five hands, with a less number who were not sure whether they saw the pun or not. To-day there was placed upon the blackboard before the other section of the same grade, the following:

"Extracts from the speech made in response to the toast, 'The Press', by Mr. Hassaurek, editor of the *Volksblatt*, at the banquet of the Alumnal Meeting of the Miami Medical College, March 2d:

"*Mr. President and Gentlemen of the Dissecting Table:* It is the startling novelty of the toast which makes it so suggestive and refreshing. I do not believe that it has ever been announced or responded to at a banquet held anywhere north of Alaska or south of the Straits of Magellan. * * * Nevertheless, editors frequently conceal what they do know, while doctors conceal what they do n't know. * * * There is another revenge the press may enjoy against you. It is the consideration that while a man may manage to die without the aid of a physician, no intelligent man, in this restless and progressive age, could ever die without reading a newspaper."

The pupils were requested to mention or explain all the jokes which they were able to discover in the extract, while the teacher was devoting time to individuals with their essays. The papers presented are before me. The time was abundant, and every person seemed willing to do his best. The class numbered twenty-three. Four with an appearance which indicated honesty, avowed that in the extract they could see nothing in the nature of fun. Two explained the allusion to Alaska and Magellan, one saying in note, "I can see no more." Six papers, by a very liberal judgment, contain explanations of the four most conspicuous points, six papers of three, and the remainder of one or two.

This list might be continued ad infinitum from the last six months' experience, and not by instances in a humorous vein, or in extraneous matters, but from the clear English of ordinary text-books. Pupils who fail to comprehend the sentiment, that a man may manage to die without the aid of a physician, but that no intelligent man could die without reading a newspaper, will not by their own reading and efforts receive a very vivid idea from that common quotation from Sir Isaac, that the force of gravity is directly as the mass and inversely as the square of the distance. Solid sense will not penetrate far where sharp wit makes no impression.

I have given the fairest illustrations of the weakness to which I wish to call attention. What is it of which these are illustrations? Certainly not of what is called ignorance. These are not blunders; no amount of information in the shape of facts would prevent them. These pupils are not poor scholars. With few exceptions they learn their lessons fairly, and recite as well as pupils generally. But they betray a weakness in the comprehension of language, an inability to discover the relations between ideas, that, to say the least, is unfortunate. This difficulty ordinary schooling does not seem to reach. Mathematics and foreign languages can not or do not touch it. Some of the best pupils in algebra and geometry, in Latin and Greek, cut the worst figure in instances above or like them. Natural science will not help the matter; neither will grammar and literature as usually taught.

If I am mistaken as to the prevalence of this evil, by whatever name it is to be called; if I abuse other schools in my faith that the trouble exists in the very best of them, I hope to be corrected. But if the evil is inherent in our instruction

from the lowest grade to the highest; if we as teachers not only tolerate, but produce this defect in children, then certainly a change, a remedy is loudly called for. That our instruction, if not our system of instruction, is responsible for this disgraceful want of common sense, I verily believe.

One cause of this condition of mind has been indicated at the opening of this article; and also a means of remedying it, if existing methods can not be amended so as to prevent it. I do not complain that pupils are unable to comprehend epigrams and jokes, as such, nor do I place value upon the knowledge derived from puns, riddles, and conundrums. But as a means of developing a quick and vigorous understanding o language, as a means of counteracting a most fatal and powerful tendency in our practice in teaching, viz., to deal with words merely, and not with ideas, the exercise I have named, properly used, is inestimable.

E. O. VAILE.

THE EARLY WITHDRAWAL OF PUPILS.

We are thus brought to a consideration of the causes of the early withdrawal of pupils from our schools. These causes, so far as the school management is concerned, may be assigned to two classes—the unavoidable and the avoidable.

Of the unavoidable causes may be named, first, *Poverty.* Many parents are compelled by this reason to withdraw their children from school as soon as their services begin to have a pecuniary value. Second, *Indifference*—a want of appreciation of the value of the privilege of free education, on the part of the most ignorant and vicious parents. Third, *Lack of parental control*—a cause closely allied to the preceding, and, like it, resulting in a large amount of truancy and absenteeism.

Of the avoidable causes may be named:

First. *Defective organization and grading.* This cause we have been endeavoring to remove by a system of more frequent promotions. The fact that a pupil who, from any cause failed of promotion at the end of the school year, was placed in a class a year behind the one to which he should have been advanced, resulted too often in his withdrawal from school. We have been working for the past year into a system of term promotions by which such pupils will be set back but one-third of a

year. This plan promises success, so far as our circumstances of territory and population will allow it to operate. In the more central districts, where the grading of the schools is most nearly perfect, it can be carried out without difficulty. In the less central districts, where we are obliged to have schools composed of more than one grade, the multiplication of classes which would result, presents an obstacle that can not be removed, save by sending pupils to schools at inconvenient distances. So far as possible, however, the plan is being tested, and it is hoped that, when it comes to be understood by parents, many pupils will be saved to our schools who would otherwise have been withdrawn.

Second. *Injudicious discipline.* This cause, whether it arise from a lack of experience, a lack of ability to comprehend and deal with human nature as it is manifested in boys and girls, or a lack of the spiritual graces which win the confidence and love of pupils, results in frequent withdrawals.

Third. *Want of sympathy and coöperation between teachers and parents.* Elsewhere in this report will be discussed the relations of teachers and parents, with a view to some suggestions toward the amelioration of this cause of withdrawal.

Fourth. *The almost entire withdrawal of the masculine element from the teaching force of our schools.* This topic I desire to treat as delicately as possible, since my convictions on it contravene the policy pursued by the Board for several years, and since the man who speaks out on it, lays himself liable to be misunderstood and to be charged with unworthy motives. It is a subject, however, which demands your gravest consideration.

It is not to be denied that, under the management of women, the more obvious results of school discipline are as good as under that of men. Indeed, it may be admitted that in some respects they are better—that the influence of women is superior in toning down the inherent rudeness and boisterousness of the male portion of the school community, and in securing better outward observances of the rules of propriety. The presence of a cultivated woman appeals so strongly to the native spirit of gallantry in this portion of her charge as to secure a prompt compliance with demands the reasonableness of which may not be very apparent. In the business of instruction, too, the work done by women may be admitted to be quite as good as that done by men. In the examinations made for the purpose of testing the quality of this work, the results may be as favor-

able to the one class as to the other. The want of masculine influence, however, is one that is felt by the boys of our schools in an unconscious sort of way. There is an undefined and to them an undefinable want, that takes from their school life an element of zest that is essential to its greatest attraction, and lays the foundation of an unrest and disrelish that in many cases leads to an early abandonment of school with its privileges and promises of good. The time comes in the life of the school boy when his nature silently cries out for the strong and manly influence for which it hungers in vain in the school given over to the exclusive government of the gentler sex. Pupils of either sex need the influence of both sexes in that part of their education which has for its end the formation of character. In the first years of school life, the feminine influence should predominate; in the later years, the masculine. At no period should either be wholly withdrawn. Very properly, then, the primary schools may be placed in the charge of female teachers. It is only in the higher grades that the absence of masculine influence works as a cause of withdrawal, and then particularly in the case of boys. That this dual influence is needed for the complete and harmonious development of character, is in accordance with the order of nature as it is evinced in the correlation of the sexes, and with the constitution of society, in so far as it is based upon nature.

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I think that I do not assume too much when I attribute the non-attendance of boys upon the later years of the school course, in part, at least, to the lack of the kind of influence and training here described. Or, should it not be very apparent, or easily demonstrable, that this cause operates in actual withdrawals, all that has been said upon it as it relates to the kind of work that should be done in our public schools, would still remain eminently worthy of consideration.

The remedy for these causes of early withdrawal are suggested by the statement of the causes themselves.

First. There should be greater flexibility in the course of study and in the system of grading the schools, and some provision should be made for those pupils, who, from their circumstances, are able to attend school but a portion of each year.

Second. Those teachers who, after a fair trial, have proved themselves incapable of exercising judicious discipline, should

be promptly retired, and great care used in the selection of their successors.

Third. Teachers and parents should thoughtfully consider their mutual relations and responsibilities, and permit no want of harmony to exist when it is possible to remove it.

Fourth. The employment of a larger proportion of male teachers in the higher grades of the schools, demanding always, as essential prerequisites, liberal culture and unblemished character.—A. T. WILES, *in Annual Report.*

RELATION OF OHIO COLLEGES TO HIGH SCHOOLS AND COURSES OF STUDY.*

This "Association of the Colleges of Ohio" originated in a meeting of professors in Columbus, in December, 1866, the object of which was to consider the "Greek" question, and to devise, if possible, some way to bring the high schools and colleges of the state into more harmonious action. Although Greek occupied much attention for two or three years, nothing seems to have resulted from the discussions or from the resolutions which were adopted. Only this much was done. The colleges of Ohio showed their disposition to do all in *their* power to arrange their work so that students might be admitted from the high schools of the state. Some of the colleges have not for many years insisted upon Greek preparation; and, as far as I can learn, all of those that do require Greek, will permit a candidate to recite with the freshmen, although he may be behind in this one study, *provided* the faculty is satisfied that the student has such other acquirements and such ability as to make it probable that he can hold a place in that college class. The college men have nothing with which to reproach themselves, on account of want of harmony with high schools.

The fact is well known, that seven-eighths of college students who reside in Ohio, are prepared for entrance either in the college preparatory schools or in private schools which receive no aid from public funds. The fact is the same for students going

* From an Inaugural Address to the Association of the Colleges of Ohio, delivered December 28th, 1875, by President Eli T. Tappan, of Kenyon College.

abroad as for those attending college in Ohio. The cause is not hard to discover. With very few exceptions, the course of study in our city high schools is so arranged that it can not possibly be fitted to any college course. The omission of Greek is but a small part of the difficulty. The study of Latin is not begun till two years after the time it ought to be commenced by any boy who is expected to take a classical course. No modern language is put in its place. The time is occupied with mathematics and physics, a little natural history, and in some cases an attempt is made to teach children logic and mental philosophy! So it happens that those children who are expected to receive a complete education, are sent to academies and select schools to make their preparation.

The most intelligent school superintendents in Ohio are aware of the difficulty; they see that the high schools are not used by an influential portion of the public; they acknowledge that these schools ought to do the work required of them by intelligent parents who aim to give their children a first rate education; and it is admitted that there is a very general "want of flexibility" in these schools. This expression is theirs. Truly the colleges of Ohio have ten times as much flexibility, or, rather call it, adaptation to the wants of students, as is to be found in the high schools. This is perhaps owing to the fact that colleges are institutions of an older kind, and have learned how to accommodate their methods to the demands of the age.

These remarks about high schools are not intended in the way of fault finding. Those schools are in the control of some of the ablest educators in our country—*they* are not unmindful of the defects of their system—we may trust them to devise wise measures of improvement. My object was only to say that the colleges have made their advance, have shown their willingness, and that it is for the high schools to make the next move. If they will allow more liberty of election of studies, so that boys who wish to do so, may begin Latin at an earlier age, which could be very easily done in all the cities, then it may be worth while for the colleges to consider again the subject.

Perhaps what is most needed in connection with the whole matter, is a better appreciation of the value of the study of languages, particularly of the ancient classics. There is a widespread ignorance about the utility of various branches of

study. A man—a college graduate—who had practiced law for twenty years, declared that the Greek which he had learned in college, had never been used by him since he received his degree. He was surprised to be told that he had used the culture derived from his classical studies, almost every day of the twenty years, in fact every time he made a speech. It is a common thing to meet young men who want to study mathematics, but do not care about languages; they want "knowledge which they can apply practically." Yet these young men in their future lives, will never have occasion to state a quadratic equation, or to remember the meaning of a cosine.

Ignorance of the true utility of various studies is not confined to those who have given little attention to the question. The writings of some distinguished philosophers and some eminent teachers of our generation, show that there is no settled science of education. When teachers, who ought to understand such matters, have apparently no fixed principles to go upon, and when the most absurd views are uttered about what knowledge is of most value, we ought not to be surprised at young persons who have foolish plans of education.

We have here in Ohio no one institution that overshadows the rest. The large number of our chartered schools has been made a reproach to us. At Detroit last summer the President of Cornell, having need of an illustration, and with either little knowledge or little regard for the facts, undertook to point his argument by assuming that the Ohio colleges were behind those of other states. As he instanced no fact to support his assumption, there is no reply to be made. The fact is, that the names of graduates of Ohio colleges are found frequent and high on the list of the renowned in every profession. We only ask to be judged by our fruit.

If we in Ohio are to make progress in the art of teaching, it must be by our own efforts. We may rejoice that we are at liberty to pursue these investigations freely. If we have no government inspector to condemn the novelties that are silly and pernicious; neither are we restrained by any such authority in our efforts to improve. We have with our freedom, also the responsibility that always attaches to liberty. Ought we not to feel that the duty is imposed upon us, to demonstrate to the youth of the state what is a true and useful education, or, at least, to settle such principles that each one may be able to make a good solution of the problem in his own case?

Ignorance of the relative value of different branches of knowledge is, however, a less evil at the present day than the vicious methods of teachers in some branches of study. This is most apparent with those teachers who have achieved some distinction by devoting their energies to one science. The science is advanced, but the man has become one-sided. They are like the diamond-grinder. Want of air and exercise had dwarfed his whole body, except the one arm that held the jewel to the wheel; but the diamonds were brilliant, if the man *was* sacrificed.

The most conspicuous examples of this kind of false education are found in certain teachers of physics. They "prolong the vision across the boundary of experimental evidence", with a child-like unconsciousness that such prolongation is a violation at once of common sense and of those Baconian methods which they claim as their own peculiar property. Of course, with this prolonged vision, they find an imaginary "potency in nature" which has no existence in reality. It is a characteristic feature of these men of one idea, that they have an insane desire to teach theology. Now a science of theology based upon the atomic theory of chemical elements, would be only a matter of ridicule, if it were not, that a large number of otherwise intelligent people are inclined to give their children that partial and one-sided education which leads to such nonsense.

Therefore again I commend to my fellow-teachers a more careful statement of the why, and the how, and the how much, each branch of study should be taught. The thorough answering of these questions is occupation for more than one year, but the good results will last for more than one generation.

FIELD VIEW OF THE COUNTY SUPERINTENDENCY IN INDIANA.

MR. WHITE: In response to your polite invitation, I send you a sketch of the superintendency, as it has endured the practical test in our county.

The law creating it may be summed up briefly as follows:

The superintendent should be appointed by the township trustees on the first day of June, 1873, and biennially there-

after. He should receive four dollars per day for his services, and no perquisites whatever—being allowed to labor without limitation as to number of days. He should have a general oversight of the schools of his county, direct in their organization, assist in their management, and so labor among them as to bring the poorest up to the standard of the best. He should attend a township teachers' meeting at least once in each township during the school year, and once a year conduct a county teachers' institute at the public expense. He should preside at each meeting of the county board of education, and receive and collate the reports from the township, town, and city trustees of his county, thus constituting the medium of communication between the State Superintendent of Public Instruction and the subordinate school officers.

He had, besides these, some other duties detailed to him specially, and a vast amount of *general* responsibility not reduced to its specialties. The late lamented Milton B. Hopkins, deceased in August last, pronounced the County Superintendent by far the most important of school officers.

The County Board of Education, above alluded to, consists of the county superintendent, the township and town trustees, and the trustees or school commissioners of the cities within the county limits. They meet twice per annum, to wit, on the first day of May and the first day of September, confer with regard to school necessities and devise means for school improvement.

In *Marion county*, from whence this article is sent forth, there is one city (Indianapolis) with eleven school commissioners, one incorporated town (Irvington) with three school trustees, and nine townships with nine trustees—making the county educational board to consist of twenty-four members.

The work done by this board during the two years about to close, has been simply marvelous. We have had three regular meetings and two or three called sessions. At the first (a called meeting), committees were appointed for the two purposes of revising the old code of rules and regulations, and selecting appropriate text-books for the present admirable system of uniformity. The marvel of it all is, that the two missions were performed, not as mere nominal formalities, but as matters of solid practice. The story may be much shortened by saying our fifteen rules are in operation; our whole county is furnished with the same series of books throughout. Our teach-

ers are succeeding beyond expectation in establishing and maintaining the gradations indicated in the little manual I sent you some months ago.

Among our uniform rules is one forbidding the teacher to leave his house during the noon-hour. We can truthfully boast that, in the two years during which this rule has been in force, we have had scarcely any damage done to our school property. Some one has playfully remarked that we have saved enough in door-knobs and window-panes to pay the cost of the County Board of Education. This may not be literally true, but if we figuratively include all school property, it is more than true. Our doors, seats, stoves, and other destructible furniture, may be regarded as safe and almost entirely protected by the rule. At any rate there is none of the using of jack-knives now that a few years ago so frequently rendered the houses unfit for occupation.

This rule is cited as *one act* of the board. Many other of its deeds have operated as forcibly in other directions; and coupled with the individual efforts of the superintendent, who has been exclusively devoted to his work during the term of his service, it has been the agent of the grandest revolution the country schools have ever known.

It is proper to state here that a city having a school board and employing a superintendent, has a right to be exempted from the provisions of the county superintendency law, which leaves its mission entirely among the country and village schools. So we have a good opportunity to gather statistics and make estimates of our actual progress.

Last year we found out the following significant data: Up to 1872 the average attendance of the pupils had never exceeded fifty per cent of the teachers' enrollment. In 1873–4 it was 59. So estimating the ten per cent gain as saving or utilizing ten per cent of the tuition money, the system was worth, in this respect, $3,780.80, for our tuition, outside the city, was $37,808. The cost of the superintendency was about $2,000, and that of the county board perhaps $400 or less. So if the value of the system were to be estimated in dollars and cents, it could be made to appear favorably. But it can not be so estimated. It rises above such considerations. It has to do with the human mind, first in influencing the teachers to better direct its youthful effort; second, in providing systematic order or convenience for the pupils.

If our teachers know more and work better, their value is augmented, but the scale of improvement can not be projected. This is wherein the greatest good has been accomplished, and the plans by which we have brought good influences to bear, have been so various that they can not be enumerated in this paper. We have compelled attendance at the township monthly teachers' meetings. We have examined applicants for license rigidly, and have rejected those unworthy of good wages. We have induced a great many younger teachers to attend the State Normal School and even to take classical instruction in high schools and colleges. We have visited the less successful with the greater frequency and kindly encouraged them. We have exacted a monthly report of the doings of every one, thus keeping ourself apprised continually of the progress of the cause. (A blank was in the manual I sent you.) We have also had reports filled and sent out to the parents, stating the most important facts of their children's progress to them. This process of reporting constitutes a system of correspondence, which in this county has been the chief work of the office.

Have you heard from our legislature?

WALTER S. SMITH,

Indianapolis, March 31, 1875. *Co. Supt. Marion Co.*

ENGLISH ANOMALIES SIMPLIFIED.

The faculty of speech is capable of almost infinite variety in its expression, as is seen in the various languages and idioms of ancient and modern times. Yet amid this diversity a careful study of language will show that there is great uniformity of elementary sounds out of which all the words of all languages are formed. The organs of speech are essentially the same in all. Some sounds are of much easier utterance than others. These are found in all languages. The difference between one language and another comes not so much from differences of elementary sounds as from different combinations or applications of the same sounds in the representation of ideas.

Spoken language precedes written language. It is the basis upon which written language is built. Written language is an

attempt to reproduce to the eye that which is spoken. This can be done effectually only by making one accord with the other. By the use of an *alphabet of letters* corresponding with the *alphabet of sounds* heard in speech, the representation is much simplified. The shape of the letter is entirely an arbitrary thing, depending upon the taste and preference of the person originating it. A comparison of the different characters used to indicate the same sound in the English, Greek, Hebrew, Arabic, Chinese, and Japanese will abundantly illustrate this statement. A scientific representation will, however, show by the relation of the signs the similarities of sound.

In the alphabetic representation of sounds, arbitrary symbols are used in all the languages of the world. The present generation has witnessed the first attempt at a truly scientific representation of the sounds of the human voice. In his book entitled "Visible Speech", Mr. A. Melville Bell, of London, most ingeniously develops an alphabet applicable alike to any language. The shape of the letters are modified according to the *position of the organs of speech* in their utterance. One who is master of the system can readily write down accurately the language of any foreigner though he may never have heard the language before. Had such an alphabet been originally adopted by all the nations of the world, we can easily see the great advantages which would now be gained in the intercommunication of nation with nation. Such a scheme is very beautiful and interesting to literary men, but can never be of any particular value in practical use for two reasons: the populace will never accept any such innovation, and, even if they should, little good would result in the intercommunication of nation with nation, because a knowledge of the true pronunciation of any word would not give its meaning, since the same sound is not associated with the same ideas in different languages. Such attempts are only useful for scientific purposes. The principles which underlie, in order to be made practically valuable to any people in learning their own language, must be applied in a way which accords with the genius of the particular language. If this is done, benefits otherwise impossible may be gained.

When we approach the English language we find that it bristles with anomalies, to obviate the difficulties of which many have labored with diligence and perseverance. The history of all attempts have been in one of two directions. In-

deed, when we consider the structure of our language, we find that these are the only two modes in which it is possible to proceed. One is by changing in some way the shapes of the letters themselves; the other by the use of systems of notation with the letters to indicate the sounds. There have been various attempts by phoneticians, from the days of Isaac Pitman to the present time, to introduce a purely phonetic print, but such attempts have been universally objected to because of the tendency to corrupt the orthography of our language. The populace are unwilling to accept anything which tampers with or destroys the familiar appearance of the printed page. On the other hand, we find that popular sentiment has ever recognized the appropriateness of diacritical notation to indicate the forces of letters. In all the spelling-books, dictionaries, and helps of various kinds, we see it employed.

It is only the fact of the general recognition of the utility of *this mode* of representation to which I call attention, and not to the *systems used*, because they are generally complex and absurd in the extreme. No person who has attempted to gain from any of the dictionaries now printed the true pronunciation of words, is ignorant of the difficulties he meets. These difficulties are not due to diacritical notation itself, but to the cumbrous systems of notation used. It will not do to take an old tub, and sail it to see how fast it is possible for a boat to travel. The reasons are evident. It is not best adapted to overcome the difficulties in the way of rapid movement. Just so it is with the commonly used systems of notation. The phoneticians struck at the roots of the difficulties, but they failed because they applied true principles in a wrong way. The genius of our language permits diacritical notation and cherishes it; phonetics is essentially necessary to the simplification of our written language.

Join these two things, and the impracticability at once vanishes. Let the *marks be phonetic*, and then all the advantages of phonetics are by this simple device applied at once to the language without disturbing the printed page. It seems strange that this simple idea had not long ago been adopted in lexicography. The true theory of a perfect alphabet involves two things: First, a distinct sign for each sound, and, secondly, the name of a letter should be its sound. These two ends may both be practically attained by means of a phonetic notation used with the letters whenever it is necessary.

There is no need of a mark except to designate the secondary sound of a letter or digraph. When marks are used, let *the same mark in similar usage always represent the same sound.* I say *in similar usage*, because by placing the marks *above* vowels and *below* consonants, the same simple signs may be used in each case without confusion.

Let a dot (the simplest possible mark) placed underneath a letter indicate its silence, simple links connect two letters which together represent one sound, and the *same mark always represent the same sound irrespective of the letter with which it is used*, and we get a system of notation which unites all the advantages of phonetics with the present printed page in a way which all will accept. Fifteen marks will represent the fifteen simple vowel sounds of our language. The four diphthongal sounds are indicated by the union of the signs of the two elements which compose each. The shape and position of these vowel signs may be made at the same time to indicate the quantity and the true scientific relations of cognate sounds.

By the use of such a system of notation, the vowel sounds in unaccented syllables may be easily indicated. Worcester's plan of representation fails in this. He does not show *which one* of the several sounds of the letter is *obscured*, but simply that the sound is obscured. Webster avoids the whole subject of the representation of the unaccented vowel. By the use of the same mark *made in outline*, both the necessary facts are indicated, viz., the *obscurity* and *which sound* of the vowel is obscured.

What, then, is the benefit of such a system? It practically removes the anomalies, and makes the representatives of sound in written language correspond with the sounds heard in spoken language. Thereby the two organs—the ear and the eye—are made to coöperate and mutually assist each other in learning a written language. This applies with great force to those who speak the language or are learning to speak it. In one case, both a knowledge of the word when sounded and of the force of the letters, and, in the other, a knowledge of the latter alone makes the organs work together, the eye furnishing the representative and the ear giving the true sound represented by it.

The practical development of such a system of notation may be seen from the specimen hereto attached. Its simplicity

commends itself to every mind. Books printed in this type will render the acquisition of the English by foreigners much simpler than heretofore, and render practicable the publication of a pronouncing edition of the Bible so long considered a desideratum.

JAMES W. SHEARER.

CONSONANTS AND VOWELS.

p,	as pėt.	sh, ch, ç, ş, ţ, as	shŏw, chaiṣe. ṣûre, ăeţiŏn, &c.
b,	" bėt.	z, ş, g, as	ăzûre, viṣiŏn, rŏuge.
t,	" tėn.	x,	" bŏx.
d,	" dŭn.	ẋ,	" ėẋămple.
ch,	" chėss.	wh,	" whėn.
j, ġ,	" jėt, ġin.	w,	" wăs.
k, c, q,	" kit, eăt, pĭquę.	h,	" hŏt.
g,	" gŭn.	y,	" yėt.
f, ph, gh,	" fŭn, phiz, lăugh.	l,	" lėt.
v,	" vinę.	r,	" răt.
th,	" thin.	m,	" măt.
th,	" thėn.	n,	" nėt.
c, s,	" cent, sėt.	n, ng,	sink, sing.
z, ş, ç, ẋ,	" diṣçêrn, ẋĕbėe.		

a sounds.
- — as fātę, thēẏ.
- | " nėt, sāid, bŭrẏ.
- ∫ " fär, sėrġėant.
- ⌉ " fâst.
- / " fârę.
- \ " fât.

e sounds.
- •• " mētę, pĭquę. [mėn.
- : " lip, bėęn, bŭṣẏ, wŏ-

o sounds.
- < as nŏtę, sĕẇ.
- ∧ " eôrd, âll.
- ∨ " eŏt, wăs.

u sounds.
- (" prûnę, mŏvę, drę̆ẇ.
-) " fůll, bo͝ok, wo͝măn.
- ⌒ " ûrn, wôrd, hêrd, bîrd, mŷrrh.
- ◡ " bŭt, sŏn.

For Diphthongs use signs of elements, thus, ∫, ⌉(, ∧: and (

There are ten or twelve irregular representations of Consonant sounds in as many words, but they are all indicated by marks.

This system of notation was patented by JAS. W. SHEARER, *July 16th, 1878.*

—— No single element of education seems to me more important than the acquisition of at least one language other than the mother tongue. It seems to arouse and develop the intellectual nature of a child as nothing else can.—BAYARD TAYLOR.

ADVANTAGES GAINED BY WRITING READING LESSONS.

AN EXERCISE IN A TEACHERS' TRAINING CLASS.

1. *It teaches correct spelling.* Pupils are brought into such close connection with a word, by forming each letter in its order in it, and repeating them mentally while doing so; that they do not only have the word written upon the paper, but they have it printed indelibly upon the tablets of their memory.

2. *It teaches penmanship.* The old adage, "Practice makes perfect", will hold good in this case; and if the teacher, in grading the papers, will take into consideration the penmanship, there will be an interest aroused in the pupils to write well. At the close of a term, the teacher, parents, and pupils will be surprised at the decided improvement made in this particular.

3. *It teaches punctuation.* In copying paragraphs from the reader, pupils will not fail to notice how the author has punctuated it according to the sense; and in expressing their own thoughts in writing, they will be more familiar with the use of the punctuation marks, and consequently will punctuate better, than had they been taught by the almost barbarous method of keeping the voice up at a comma, and stopping long enough to count one, etc.

4. *It teaches the correct use of capitals.* By writing their lessons, they observe where capitals are used in the book. They soon perceive that the author begins every proper name with a capital, also each paragraph, and with a little aid they will be able to derive the general rules for capitalization.

5. *It teaches a correct use of words.* This method familiarizes them with the use and connection of words, and, having this familiarity, they will be able to express their ideas in good language.

6. *It teaches paragraphing.* They soon learn that the author begins a paragraph at the introduction of each new thought; and in their own compositions will do the same.

7. *It teaches the correct use and spelling of words* whose pronunciations are similar, but the spelling and signification of which are very different. For instance, the adverb *too*, the preposition *to*, and the adjective *two*, which are so often misused by mistaking the preposition for the adverb, or the adverb for the adjective.

8. *It establishes a habit of industry.* In assigning a lesson of this kind, the pupils have been given work which they can do,

and will love to do, and their interest will be so aroused by the light which has been thrown upon the meaning and sentiment of the parapraph which they have copied, that they will be led to investigate farther and find out more about the piece, and therefore learn the habit of pleasing industry.

9. *It teaches familiarity with style.* By having a production of an author brought vividly before the mind, as writing will undoubtedly do, they are enabled to see the beauties and excellencies of the sentiment and expression of the author, or, on the other hand, the faults and imperfections.

10. *It teaches business habits.* As these papers are to be preserved, they may be taught the correct folding of them, and the correct place to inscribe their names, thus teaching them common, practical business habits.

11. *It secures good management of the school.* For by giving something that each pupil can do, they are kept busy,—and that teacher is a good manager who keeps his pupils occupied.

These papers may be filed away, and kept by the teacher until the close of the term; and when the parents visit the school, they may be brought forth to show the fruits of the children's labor, to the great satisfaction of both children and parents.

MATIE HOWARD.

National Normal School, Lebanon, O.

THE classes in each grade should be so formed and should be so near to each other that pupils may easily pass from a lower to a higher. This is absolutely necessary to prevent any great difference in the extremes. When classes are first formed, the scholarship of the pupils may be nearly equal; but this equality is constantly growing less and less. The bright, studious scholar, very soon outstrips the indolent. The relative rank is constantly changing. Pupils in the same class are not all equal in capacity. Some are quick in comprehension and learn easily; others are dull and slow to understand. Some have strong and vigorous constitutions, while others are feeble, with nervous temperaments. There is also a marked difference in the regularity of attendance. The favoring influences of home culture are also very manifest in the schoolroom. When these causes exist, pupils can not be kept together for any length of time without great injustice.—DANIEL LEACH, *Supt. Schools, Providence, R. I.*

EDITORIAL DEPARTMENT.

—— Supt. Stone, of Springfield, Mass., informs us that, owing to a pressure of other duties, he is not able to give his solution of the classification problem this month. He promises to do so in our June number.

—— The April number of *Scribner's Monthly* contains an able and interesting paper on "The Shakespeare-Bacon Controversy" by Mr. E. O. Vaile, of the Woodward High School, Cincinnati. It gives a concise history of the controversy, with the main arguments on both sides. It is evidently the result of much careful research.

—— Prof. Bonamy Price, the distinguished English professor of political economy, who recently visited the United States, pays American teachers a very high compliment. In an editorial in *The Colonies*, a London paper, he says:

"We speak from knowledge that better teaching, a more accurate conception of the nature of its functions, a more scientific and yet agreeable method of handling young people, a more thorough sympathy between the minds of the teachers and of the taught, is nowhere in the world more brilliantly exhibited than amongst the lady-teachers of such places as Boston and Cleveland."

He makes the mistake of attributing this result to our remarkable success in training teachers. Bishop Fraser was nearer the the truth when he attributed it to the superior natural aptitude of American teachers. In teaching talent American women are certainly not equaled. What is specially needed in this country is the adequate training of teachers.

—— The proposition to discontinue the study of German in the public schools of New York City has given rise to a wide and earnest discussion of the subject. It is generally conceded that the paramount object of the public school is to impart a thorough English education, but opinion divides on the possibility of requiring the study of German without sacrificing necessary attention to English. Those who have the best opportunity of judging, seem to agree that the study of German does not retard the progress of pupils in their English studies. This is the opinion of Supt. Kiddle, of New York, Supt. Rickoff, of Cleveland, Supt. DeWolf, of Toledo, and other leading superintendents. Bayard Taylor states that the best scholars in German are almost invariably in advance in their English studies—an opinion based on visits to a number of Western cities where German has been taught for several years. It is claimed that the reduction in the time devoted to English studies is fully offset by advantages arising from the study of another language.

It has been often observed that high school pupils who study Latin, are as good English scholars as those who devote all their time to the English branches.

—— THE discussion has also disclosed a wide difference of opinion respecting the manner in which German instruction should be provided. It is urged by some that the language should only be taught in the higher grades of public schools, and by others that it should be taught from the beginning of the course. The organization of separate schools for German children is strongly condemned. It is urged with reason that the children of different nationalities should be brought together in our public schools. The English instruction in separate German schools is often very defective, owing to the difficulty in obtaining teachers competent to teach both languages. The Cincinnati plan of employing special teachers of German seems to avoid both of these objections. The proposition to make the study of German obligatory, will not be accepted. The most that can be asked of the public schools, is to provide instruction in German for those who wish to receive it.

—— A COMMITTEE of the New York Board of Education is considering a proposal on the part of the Catholic clergy that the parochial schools of that church be made a part of the common school system, the clergy reserving the right, as is supposed, to select the teachers and to give religious instruction in the schools, at least in the buildings. The proposition is an evident attempt to evade the provisions of the new city charter and also of the school act, both of which expressly forbid the use of school funds to aid or support religious or denominational schools. The plan is not a new one. We met it in 1864, when as State Commissioner of Common Schools of Ohio we decided that the appropriation of public school money to support a school thus organized would be a violation of the constitution of the state. We have since heard of the adoption of the plan in several cities in different parts of the country. It is evident that the selection of the teachers gives the Catholic clergy the virtual management of these schools, and that they remain, to all intents and purposes, Catholic schools. If this concession is made to the Catholics, it must also be made to Jews, Lutherans, Methodists, Episcopalians, Presbyterians, Baptists, and other religious denominations, and the integrity and efficiency of the American public school system will be destroyed.

—— THE *Atlantic Monthly* for March contains an interesting article on compulsory education. The advantages of the system in Europe are shown by comparing the educational results in Germany and France, Saxony and Belgium, Switzerland and Holland We are surprised to learn that the last official census of Belgium shows that one-half of the inhabitants (ages not given) "can not read and write." A very hopeful view is given of the progress of the compulsory system in England un-

der the education act of 1870, which gives local boards authority to compel school attendance. It is stated that "in all the great towns, comprising millions of inhabitants, compulsory education is as rigorously imposed as it ever was in Prussia", and that "there are unmistakable indications that Parliament will soon be forced by public opinion to make educational compulsion absolute and universal throughout England and Wales." From these facts it is inferred that when the compulsory system "has been fairly tried in America, it will be found that it is not un-American or un-democratic, but an eminently democratic instrumentality." The giving of the system a fair trial is the prime difficulty, since this involves its faithful execution by the people. We do not share the feeling that the system is un-American or un-democratic, and we do not question the right of the state to enact and enforce it. The difficulty is *the want of enforcing power.* We see little advantage in the enactment of compulsory laws which are to be a *dead-letter.*

——Several of our educational exchanges report that the prizes in the "Spelling Matches" are generally won by pupils in the schools or by persons who have recently been pupils, and this fact is supposed to prove that spelling is now taught more efficiently than formerly. It is not to be expected that persons who have given little attention to spelling for twenty or thirty years, will spell as well as pupils fresh from the schools. When the test is confined to words in the speller now used, as is sometimes the case, the present pupils have a decided advantage over persons who learned to spell a different collection of words. The most that can be claimed is, that the "matches" do not show that spelling is less efficiently taught now than formerly. But so far as our information goes the best spellers are persons in middle life, who, by reading and literary pursuits, have added to the knowledge of orthography which they obtained at school. The spelling matches have not only caused a marked improvement in spelling, but they have created an interest in the subject which will be felt for a long time.

——The annual report of Supt. Ruffner, of Virginia, for 1873, contains the alarming estimate that from $10,000,000 to $12,000,000 are spent annually in that state for liquor—a sum equaling the total taxation for state and local purposes. Mr. Ruffner estimates that the time wasted, the injury done to business, and the cost of crime, pauperism, insanity, and litigation, resulting from intemperance, are more costly than the liquor itself. He also makes a startling showing of the loss of life by intemperance, using for the purpose the statistics of life insurance, as presented by Neison, the distinguished English actuary. "These facts", says *Scribner's Monthly*, "account for all our public distress." Who can estimate the gain to society which would result from an arrest of this frightful expenditure? What a happy change would be effected if the enormous sum of money now spent for liquor in this country were devoted to the education of the people!

——In the annual report of the Commissioner of Common Schools of Ohio for 1865 (p. 63), we called attention to the want of harmony between the courses of study in colleges and high schools, and suggested as a remedy that the preparation in Greek should not be required, and that the preparation in other studies, including elementary science, *should be proportionally increased.* The suggestion was taken up by college men, the "Association of Ohio Colleges" was organized, and, after two or three years of discussion, the resolution, referred to by President Tappan, was adopted. This action was not, however, a satisfactory solution of the difficulty, since no corresponding change in the college course was made. The student admitted without due preparation in Greek, is obliged to "make up" the Greek by extra recitations, and he finds himself subject to the disadvantages of irregularity. The concession makes it possible, however, for students to pass from high schools in which Greek is not taught, to the colleges, and several thus admitted have made up the Greek and taken high rank.

——We are gratified to find that the view we expressed in 1865, respecting Greek preparation, has the support of President Eliot, of Harvard College. In his late report the importance of a better connection between the high schools and the colleges is ably discussed, and the difficulty of Greek preparation in the high schools is fully conceded. The teaching of Greek in most high schools must, he says, be maintained at a considerable expense for the benefit of two to four per cent of the pupils. He suggests this remedy:

"If the college would accept, at the option of the candidate, a year's work in French or German for the year's work in Greek which they now require, and the high schools would make Latin a substantial part of their course of study for all pupils, the desired junction of the two classes of institutions would be practically effected. In the sole interest of the colleges there is much to be said in favor of such a change in their requisitions for admission, and in the interest of the high schools there is much to be said in favor of making Latin an important part of their prescribed course of study."

The *Nation* states that this recommendation has created a good deal of discussion in Cambridge among the friends of Harvard, who understand it to mean that Greek as a required study, either before or after admission, is to be dropped, and who object to it as a proposal in the direction of "lowering the standard" of the college—the same objection that was made against the action of the Ohio colleges, above referred to. We do not see how the omission of Greek preparation necessitates or looks to the dropping of Greek as a required study in college, nor do we see how any modification of the college course *which does not change the requirements for graduation*, can be a "lowering of the standard of scholarship."

——The consolidation of educational journals continues. The following is the record of the past few months: The National Normal merged in this journal in October, 1874; the Kansas Educational Journal in

the American Journal of Education, St. Louis; the Massachusetts Teacher, Rhode Island Schoolmaster, Connecticut School Journal, Maine Journal of Education, and College Courant in the New England Journal of Education; the Educational News and the New York School Journal consolidated; the New York State Educational Journal and the School Bulletin, Albany, N. Y.; and The Educationist and the Indiana School Journal. The last two consolidations named have just occurred. In union there is strength, and we hope that this movement may continue until the country has a few strong and well supported educational journals in place of the nearly two score now published, most of which are struggling for life. Several school journals have suspended within a few months, and three or four new ones have been started.

—— We are indebted to Supt. Harris, of St. Louis, for advanced sheets of his forthcoming report for 1874, and are pleased to see that it contains a masterly review of the discussion of the classification question, twenty-eight pages being devoted to the subject. We have not space this month to give even an outline of the argument. It must suffice to say that the objections urged against the St. Louis system of frequent reclassification, are fully stated and candidly considered. A complete statement of the details of the system shows that most of these objections are groundless. Dr. Harris devotes special attention to Supt. Harrington's plan of adjusting studies, described by him as "a circle within a circle." We hope that this portion of the St. Louis report may be published separately, and widely distributed.

METHODS OF TEACHING ARITHMETIC.

The old method of teaching arithmetic required the pupil first to commit the definitions and the rule, and then to "work the sums according to the rule" and with constant reference to it. This method of teaching arithmetic is known as the *Rule Method.* Its obvious defects caused it long since to be discarded by the best teachers. Its continued use by many teachers is chiefly due to the fact that most arithmetics give first the definitions, then the rule, and then the problems, and this order of the text-book is blindly followed. More recent arithmetics precede the rule by the solution of one or two problems, but neither the rote teacher nor his pupils derive the rule from these solutions. If not wholly ignored, they are studied as mere illustrations of the rule.

In marked contrast with the Rule Method is the solution of all problems by logical analysis, and without reference to any rule or general principle. This is known as the *Analytic Method.* For years it was chiefly used in an independent course of instruction called "Mental Arithmetic." The method has great value as a means of mental training and also of imparting accuracy and rapidity in numerical computa-

tions, but when confined to the solution of problems, it fails to teach the principles of arithmetic. It has been often observed that pupils who have been most persistently drilled in mental arithmetic show little increased ability to grasp general principles, and little skill in their statement or application. This result may be partly due to the fact that analytic solutions are often memorized without being comprehended, thus injuring the reasoning faculty instead of improving it.

What is needed is the carrying of the analytic method beyond the mental solution of problems to written processes and their generalization. This is best accomplished by the *Inductive Method.* The written processes can be derived from analytic solutions by easy inductions, and both may thus be united as the essential complements of each other. But arithmetical instruction should not end with the solution of problems. It should teach the science of numbers. The written processes should be analyzed, and descriptions of the successive steps should be united in a concise and clear generalization in the form of a rule. Principles and definitions should in like manner be deduced and formulated.

This union of the analytic and inductive methods may properly be called the *Natural Method* of teaching arithmetic. It teaches arithmetic both as an art and as a science, and imparts a practical knowledge of both processes and principles. It not only teaches "processes *before* rules", but "rules *through* processes", thus observing two important maxims. The method is now generally used by the best teachers, and it is more or less completely embodied in several of the newer series of arithmetics.

A very common error in teaching arithmetic is the omission of the oral analysis of problems involving numbers small enough to be easily held in the memory, and the confining of the analysis to the written processes. The first step should be the oral analytic drill, and, when this step is well taken, the pupil is prepared for the written process. If, for example, a pupil can show analytically that $\frac{3}{4}$ of $\frac{5}{6}$ is $\frac{5}{8}$, he will have little difficulty in deducing the written process for finding a fraction of a fraction. The pupil who can show by analysis that 5 is 10 per cent of 50, has the key to the written process for finding what per cent one given number is of another. It is evident that a porcess thus learned will be better understood and longer remembered than is possible when the oral analysis is omitted. Processes learned mechanically are soon forgotten, since the reason does not assist the memory.

This explains the failure of so many pupils to solve the simple problems occurring in practical busines. They have not been trained to discover the solution of an arithmetical problem by a common-sense analysis of its conditions. They can not take the *first step,* and, since neither teacher nor text-book takes it for them, they are unable to take the succeeding steps. In practical life neither the process nor the rule is given, and hence the first step is the chief difficulty. The boy who, when asked to compute the price of a turkey, replied that he had not yet studied the "Turkey Rule", is an illustration of the error which we would condemn.

EDUCATIONAL INTELLIGENCE.

—— The general meeting of the American Social Science Association will be held in Detroit, May 11th, 12th, 13th, and 14th, 1875.

—— Mayor Keiley, of Richmond, Va., the president of the board of education of that city, and an earnest advocate of public schools, has been reëlected president of the Irish Catholic Benevolent Union.

—— The Common Council of Buffalo has declined, by a vote of 24 to 4, to make the Catholic parochial schools a part of the public school system. The proposition submitted had the single condition that the teachers employed in the schools should be good Catholics.

—— The John Hopkins University has received, under the will, real estate valued at $160,000, Baltimore and Ohio Railroad Stock appraised at $2,195,400, and $793,447.51 on account of its interest in the rest of the estate, making a total of $3,148,847.51. This is a handsome endowment.

—— James M. Barnard, Esq., of Boston, treasurer of the "Teachers' and Pupils' Fund", a branch of the Agassiz Memorial, writes that there is reason to believe that the entire $300,000, which was needed for the Memorial, is received.

—— In our January issue an inquiry was made respecting magazines and papers suitable for children from seven to nine years of age. If those intrested will address Robert Clarke & Co., Cincinnati, they will receive a list of English and American juvenile periodicals, the former including "Chatterbox" "Little Folks", "Children's Friend", etc.

—— The Executive Committee of the Ohio Teachers' Association has made arrangements for holding a third exhibition of examination papers at the coming meeting at Put-in Bay, and teachers in all parts of the state are requested to contribute such papers, without restriction as to subjects or classes. A competent person will be employed to take charge of the papers.

—— A number of the friends of Hon. J. P. Wickersham, Superintendent of the Common Schools of Pennsylvania, presented him with an elegant gold watch on the 5th of March, his fiftieth birthday. He was heartily congratulated on the faithfulness with which he has performed his duties. Pennsylvania is to be congratulated on its wisdom in keeping its school system under his able and efficient direction.

—— We call attention to the advertisement of Harvard University in this number, announcing summer instruction for teachers in chemistry, botany, and geology. The school of geology will be established at a camp near Cumberland Gap, Ky., and the coöperation of the Kentucky Geological Survey is promised. This summer instruction is provided by the University in the hope of rendering service to teachers during their vacation.

—— The next annual meeting of the National Educational Association will be held in Minneapolis, Minn., August 3d, 4th, and 5th, 1875. Ample arrangements for the entertainment of members, and for excursion rates by the railroads, lakes, and river are promised. A circular giving full information will soon be issued.

—— The Boston School Board has under consideration two new rules, one of which raises the age of admission to the primary schools to six years; the other reduces the hours of work in them to three each day, with a recess of thirty minutes from half past ten to eleven, so that the daily session will begin at nine and end at half past twelve o'clock. This is a sensible plan.—*Harper's Weekly.*

—— We learn from a correspondent that no important change has been made in the school law of Tennessee. School interests were much injured by the failure of the crops last year and the agitation arising from the Civil Rights Bill, but many earnest friends of public education, in all parts of the state, are striving to recover lost ground and to make an advance. Col. Leon Trousdale has been appointed State Superintendent of Public Instruction.

—— The new Wellesley College, at Wellesley, Mass., will be opened for students in September next. It promises to afford young women opportunities for higher education equivalent to those usually provided for young men. The institution has a large endowment, and one of the finest college edifices in the country. The price for tuition and board will be only $250 a year. The number of students is limited to 300. The institution will undoubtedly take high rank.

—— In October last we made an arrangement with Messrs. John Church & Co., of Cincinnati, to furnish us a page of choice music monthly, and six pages, including the one in this number, have been published. The size of the plate has forbidden the insertion of the page among the reading matter, and this fact may explain the apparent want of interest in it. It is probably considered an advertisement. The page has been published at considerable expense, and we much regret its insertion among the advertisements. The six pieces published are all excellent.

—— Schools for instruction in foreign languages have been established in Japan at Yedo, Osaka, Nagasaki, Hiroshima, Nagoya, Nugatta, and Miyagi, in which English is principally taught. The Imperial University is now open for students in special courses in Law, Chemical Technology, and Engineering, and a school of arts and trades has been established. The education of girls, although checked on account of the economy exercised by the authorities in view of the probable war with China, has not been lost sight of, and in many places the number of girls in school quite equals the number of boys.—*The Ilion.*

—— Mrs. Dr. A. D. Lord succeeds her husband, deceased, in the management of the New York State Institution for the Blind the remainder of the present year—a good arrangement.——Rev. D. Burt, for several years past superintendent of schools in Winona county, and previously in charge of the public schools of Winona, has been appointed State Superintendent of Public Instruction of Minnesota.——Prof. J. M. B. Sill succeeds Duane Doty, Esq., as superintendent of the public schools of Detroit. Mr. Doty resigned to take a partnership in the firm of E. B. Smith & Co., the well-known Detroit booksellers.

—— The legislature of Michigan has abolished the office of county superintendent, and returned to the inefficient system of township supervision. The county system had a trial of eight years, and the excellent results attained ought to have continued it indefinitely. It is the universal testimony of all unprejudiced persons, that the country schools of Michigan have never made as satisfactory progress as in the past eight years. The *Michigan Teacher* thinks that after a brief trial of the old plan, "the state will gladly return to later ideas and better methods."——The board of education of Detroit has rescinded its action introducing the study of German into the public schools. The introduction aroused too much opposition in the city.

—— We learn from the *Indiana School Journal* that the legislature seriously impaired the efficiency of the county superintendency in that state by reducing the salary from $4 to $3 per day, and by making the maximum number of days to be spent in visiting schools one-half the number of schools in the county, with not exceeding twenty days for office work. These changes reduce the salary of the county superintendent more than *one-half*, and the county commissioners have power to allow *no* time for visiting schools! The editor thinks it would have been better if the legislature had abolished the office in name as well as in fact. He consoles his readers with the remark that Indiana is no worse off than Ohio and Michigan. Indiana has made remarkable educational progress in ten years past, and it is a great misfortune that this progress is checked by unwise legislation.——The *School Journal* and the *Educationist* have been wisely consolidated. Mr. Bell continues as editor, with A. C. Shortridge and George P. Brown as associate editors. The first number under the new arrangement is capital.

—— The Rhode Island State Normal School graduated a class of nineteen in January. The school is prosperous and popular.——The *Providence Journal* of a recent date contained a very complimentary notice of the University Grammar School, for the last thirty years in charge of Prof. Merrick Lyon. The school maintains its high reputation for both classical and English instruction.——A convention of special teachers of music in the public schools of Michigan was recently held in Detroit. The session was chiefly devoted to a discussion of the methods of teaching vocal music to children.——The city of Yankton, Dacotah Territory, has organized a system of public schools.——A Rochester daily, in noticing the reëlection of Supt. Ellis, states that the admirable condition of

the schools of that city is due, in no small measure, to his efficient labors.

NEW YORK CITY.—The report of Supt. Kiddle for the year 1874, gives an enrollment of 251,545 pupils, with an average daily attendance of 117,239. The enrollment reported is, however, too large, since many pupils are enrolled several times in the course of the year. It is recommended that the returns be hereafter so modified as to correct this error. Attention is again called to the crowded condition of many of the rooms and the want of needed ventilation. The facts stated show that a great reform is imperatively needed. The number of pupils reported to the City Superintendent as suspended in the year was only 88, and 26 of these were readmitted on his certificate. The opinion is expressed that many pupils are forced into the parochial or corporate schools by the failure of the public schools to exercise "needed coercion." Considerable space is devoted to the defense of the "Course of Instruction", so much discussed in the papers. Strong ground is taken against the proposed restriction of the course to the mere rudimental branches of an English education. The American system of popular education makes provision "for supplying freely to the children of every grade and class all the educational training, culture, and information, which they have the capacity to receive." It is recommended that such terms as *mechanics, hydrostatics, acoustics*, etc., in the oral course, be omitted, and that a simpler phraseology be substituted. The reports of the seven Assistant Superintendents, Messrs. Harrison, Calkins, Fanning, Jasper, McMullin, Jones, and Schem, are chiefly devoted to the subjects of instruction and discipline. They contain many suggestions which are worthy of the consideration of all teachers. This document is an assurance that the great metropolitan city of the country will take no backward step in public education.

MINNESOTA.—The fifteenth annual report of the State Superintendent of Public Instruction shows that public education is making most gratifying progress in this young state. We learn from the statistical tables that the whole number of youth between 5 and 21 years of age in the state in 1874 was 210,194, and that the number between 5 and 15 was 152,544. The number of pupils enrolled in the schools was 128,902. The number of teachers employed was 5,482—male, 1,834; female, 3,648. The number of schoolhouses was 2,758, and their estimated value was $2,238,700. The progress in the ten years ending September, 1874, is remarkable. In 1864 the number of pupils enrolled was only 44,787, and the value of all the schoolhouses was only $224,560. In referring to the changes in teachers, the Superintendent says that it is to be sincerely regretted that so many of the oldest and most experienced female teachers annually leave the business"—a remark made doubtless in behalf of the schools and not of the retiring teachers! Considerable space is devoted to the means employed by the state for improving the qualifications of teachers. The three State Normal Schools, located at Winona, Mankato, and Saint Cloud, are doing an excellent work, and are in a very prosperous condition. The attendance is steadily increasing, and there is a growing

demand for trained teachers. The new building at Saint Cloud is now occupied. Six "Training Schools" of four weeks each and five institutes of one week each were held in the year, under the direction of the State Superintendent. The training schools were attended by 729 teachers and the institutes by only 295. A plan for increasing the number and efficiency of institutes is submitted. It is proposed to divide the state into three institute districts, with an institute director in each to arrange and hold a series of consecutive institutes in the several counties. The details of the plan are given. The strenuous effort made at the last session of the legislature to abolish the office of county superintendent is attributed to the inefficiency of the superintendents in a few counties. In 1868 a law was passed making the *Minnesota Teacher* the organ of the State Department of Public Instruction, and requiring each county superintendent to subscribe for a copy for each district clerk in his county. In 1873 this was so amended as to make the subscription depend on the written request of the district clerk. The Superintendent recommends that the law be repealed. He believes that the *Teacher* can be sustained without state patronage, and that it is the duty of the teachers of the state to do this. It is certainly worthy of their generous support. We have only space to add that this last report of the retiring Superintendent, Hon. H. B. Wilson, bears witness to his fidelity and efficiency. It is a credit to Minnesota.

Ohio.—The late General Assembly made very few changes in the school law. Only two or three unimportant amendments were made at the first session, and the amendment requiring examiners in cities of the first class to issue certificates valid for two, five, and ten years, is the most important change made at the recent session. Mr. Richard's bill providing for compulsory education was defeated in the Senate. —— School Commissioner Smart has appointed Supt. H. B. Furness, of Tiffin, Supt. Alston Ellis, of Hamilton, and Supt. J. B. Peaslee, of Cincinnati, members of the State Board of Examiners, in place of Messrs. Rickoff, Hancock, and Mendenhall resigned. —— Prof. Ogden is making arrangements for holding a first-class normal institute in July and August in connection with the Ohio Central Normal School.——Mr. J. C. Hartzler, of Galion, has been elected superintendent of the public schools of Newark, at a salary of $1,800.

Columbus Free Art School.—On the recommendation of Supt. Stevenson a Free Art School was opened in November last in connection with the night schools of this city and under the auspices of the board of education. The school was continued until March 19th, with three sessions each week, and with an average attendance of 29 pupils. Among the pupils were teachers, engineers, engravers, mechanics, printers, and students. The instruction was given by Mr. Walter S. Greenough, a graduate of the Massachusetts Normal School of Art, and superintendent of drawing in the public schools of Columbus. Most of the pupils having had no previous instruction in drawing, it was found necessary to begin with the merest elements. The course during the term included free-hand drawing in outline from flat-copy, including animal

forms, the human figure, natural foliage, and historical pieces of ornament; outlines from solid models and reproductions from Greek vases; original designs for decorative purposes; mechanical drawing with instruments; and mathematical perspective. The room and light were not adapted to the purpose, and there was some delay in providing examples and models, but, notwithstanding these and other disadvantages, the progress made exceeded all reasonable expectations. The success of the experiment has been so satisfactory that it is proposed to establish, in connection with the public schools of the city, a permanent Art School for all who desire instruction in industrial drawing.

AKRON.—The annual report of the public schools for the year ending Aug. 31, 1874, is a handsome document of 145 pages. President Miller's brief report is chiefly devoted to financial matters. The rapid growth of the city has required the erection of three new school buildings in as many years, and more buildings will soon be needed. Attention is called to the fact that one-half of the pupils in the Cleveland schools are withdrawn before they are ten years of age, and, supposing this to be true in the other cities of the state, it is asked whether something would not be gained by allowing children to enter "appropriate schools" at less than six years of age. We learn from Supt. Findley's able report that the number of youth between six and twenty-one enumerated in 1873, was 3,631; number of pupils enrolled in the schools, 2,307; average number in daily attendance, 1,706; number belonging the entire school year, 946; per cent of pupils promoted, 92.4; number of cases of truancy, 264; number of cases of tardiness, 1,510; number of cases of corporal punishment, 153. In nine schools the rod was not used; in six other schools, but once in each. More than half of the cases of its use occurred in five schools, and all but six cases occurred in the primary schools. Three teachers who three years ago reported respectively eleven, fourteen, and sixteen cases of corporal punishment, did not have a case last year. Mr. Findley states that the experiment of employing only women as teachers has been eminently successful, a result due to the eminent ability of the women who have been employed as principals. He says that he has been unable to discover any evidence of defects in the training of the pupils resulting from the absence of male teachers, and that he has no reason to believe that the influence of the schools in forming true and strong character is inferior to that of other similar schools under the control of men. Considerable space is devoted to vocal music which has been regularly taught in the schools for about four years, with most gratifying success. In August last, Mr. Findley sent a circular relating to musical instruction, to all the principal cities of the Northern States. The answers show that vocal music is a regular branch of instruction in a large majority of the best city schools, and that the leading superintendents of the country highly appreciate its value. We are pleased to see that the course of study is arranged to permit semi-annual promotions. But we have not space to refer to a tithe of the good things with which this excellent report abounds. Suffice it to say that it clearly shows that the Akron schools are in charge of a superintendent who thoroughly understands his work.

N. E. OHIO TEACHERS' ASSOCIATION.—The April meeting of this Association, held in Cleveland, was not as well attended as usual, but the exercises were of more than common interest. Mr. John Bolton, of the Central High School, read a very able paper on "Curiosity as a Motive Power in Education." It was evidently the result of wide reading and careful thought. The cited position of Dugald Stewart that the presentation of science to children in a popular style tends to rob the study of science of interest in later life, was disputed by Messrs. Findley and Rickoff, both of whom advocated the teaching of the elements of science to children. President McCollester, of Buchtel College, gave a very interesting address on "Education at Home and Abroad."

OHIO TEACHERS' ASSOCIATION.—The annual meeting will be held at Put-in Bay, June 29 and 30 and July 1, 1875. The programme of exercises will be as follows:

Superintendents' Meeting—Tuesday, June 29.

I. 10 o'clock A.M. President's Inaugural Address, E. F. Moulton, Oberlin. Discussion to be opened by M. R. Andrews, Steubenville.

II. Qualifications for Admission to College: Pres. E. T. Tappan, Gambier. Discussion of paper to be opened by Dr. S. G. Williams, Cleveland.

III. 2 o'clock P.M. General Business—Election of Officers.

What Provision in Courses of Study should be made for Pupils whose Attendance on School is Necessarily Irregular? I. M. Clemens, Wooster. Discussion of paper by Wm. S. Wood, Findlay.

Teachers' Meeting—Wednesday June 30.

I. 9 o'clock A. M. Inaugural Address by the President, A. B. Johnson, Avondale.

II. Health and Education: D. N. Kinsman, M.D., Columbus. Discussion opened by Pres. B. A. Hinsdale, Hiram.

III. 2 o'clock P.M. Object Teaching: J. B. Peaslee, Cincinnati. Discussion opened by E. E. Spaulding, Painesville.

IV. The National Government and Popular Education: Hon. James Monroe, Oberlin. Discussion opened by Col. D. F. DeWolf, Toledo.

Thursday, July 1.

I. 9 o'clock A.M. Science in Public Schools: Pres. Edward Orton, Columbus. Discussion opened by John Bolton, Cleveland.

II. Annual Address: Prof. W. H. Jeffers, Wooster.

III. 2 o'clock P.M. Sketch of Life and Labors of the late Dr. Asa D. Lord: Hon. Thos. W. Harvey, Painesville. Remarks by Educators acquainted with Dr. Lord.

IV. General Business—Election of Officers.

The Put-in Bay House and the Beebe House agree to entertain members of the Association at two dollars per day. This reduction will be made only on presentation of ticket of membership dated at this meeting.

By order of Executive Committee.

ALEX. FORBES, *Secretary,* S. FINDLEY, *Chairman.*

BOOK NOTICES.

THE COMBINATION SPELLER; A Scientific Development of English Orthoepy, by a full Analysis of the Sounds of the Language and Adaptation of the Alphabet to a Phonetic Basis; together with Rules for Spelling, the Meaning of Prefixes and Suffixes, etc. By JAMES W. SHEARER. New York and Chicago: Ivison, Blakeman, Taylor & Co.

The characteristic feature of this speller is the use of the new system of diacritical notation, invented by the author and fully described by him in a paper published in this number of the MONTHLY. It is a *pronouncing speller*, the pronunciation of each word being indicated by phonetic diacritical marks, as is shown in the illustrative specimen given on page 172 of this journal. This system of phonetic notation has been strongly commended for its great simplicity and thorough scientific character, and it is believed to be the only system that successfully solves the numerous difficulties of English orthography. It changes somewhat the appearance of English words, but this change is not sufficient to obscure their form. The "Combination Speller" not only unites phonetics and English orthography, but it has other valuable features, including a well-selected vocabulary, a very complete classification, and numerous exercises to teach the meaning and use of words.

POLITICS FOR YOUNG AMERICANS. By CHARLES NORDHOFF. New York: Harper & Brothers, 1875.

This work is an attempt, as the author modestly claims, "to explain in simple language, and by familiar illustrations fitted for the comprehension of boys and girls, the meaning and limits of liberty, law, government, and human rights: and thus to make intelligible to them the political principles on which our system of government in the United States is founded." The book is addressed to the author's oldest son, sixteen years of age, and the style is familiar and direct. We have never seen a clearer statement of the political knowledge which every American boy ought to possess to fit him for the duties of citizenship. A large part of the work is devoted to what is known as "political economy", and it necessarily discusses several questions, such as "protection" and "prohibition", on which there is a difference of opinion. But all disputed questions are treated with commendable candor and fairness, and with an entire absence of partisan bias. The chapters relating to political duties, are based on the sound principles of Christian ethics, and are specially commendable. The book is worthy of universal study.

THE FRANKLIN SERIES OF READERS. In Six Books. By G. S. HILLARD. Boston: Brewer & Tileston.

In mechanical execution this series of readers is not excelled, if it is equaled. The binding is very neat and durable, the paper is of fine quality, the illustrations are appropriate and beautiful, and the typography is in the best style of the famous "University Press." The pieces in the higher books have been selected with excellent literary

taste and judgment, and those in the lower are new, many having been written by the author. So far as we have examined, the lessons in the successive books are admirably adapted to interest the several grades of pupils for which they are designed. A characteristic feature of the higher books is the prominence given to vocal culture and elocution. The Fourth Reader contains an introductory treatise of fifty-two pages by Prof. Mark Bailey, of Yale College, and the Sixth Reader and Speaker, recently added to the series, has ninety introductory pages by Prof. Sprague. Both treatises are excellent, but there may be disadvantages in presenting different systems of elocution in the same series of readers. The orthography, contrary to our preference, conforms to Worcester's Dictionary, published by the same house. We can not err in saying that the "Franklin Readers" possess superior merits.

PESTALOZZI: His Life, Work, and Influence. By HERMANN KRUSI, A.M., Son of Pestalozzi's First Assistant and Instructor in Philosophy of Education at the Oswego Normal and Training School. Cincinnati and New York: Wilson, Hinkle & Co.

This is the most valuable history of Pestalozzi accessible to the English reader. The author not only possesses records and letters of that period, hitherto unpublished, but he has enjoyed special opportunities to acquire a personal knowledge of Pestalozzi's work and influence. The volume is divided into five parts, designated respectively as follows: "Life of Pestalozzi", "Associates of Pestalozzi", "Extracts from the Writings of Pestalozzi", "Principles and Method of Pestalozzi", and "Spread of the Pestalozzian System." This general view of the contents of the work is sufficient to show its comprehensive and thorough character. An experience of thirty years in teaching the Pestalozzian system, has enabled the author to give a masterly elucidation of its principles and methods. We heartily commend the work to all who have the least interest in the subject of which it treats. It is published in elegant style.

THE AMERICAN EDUCATIONAL ANNUAL. A Cyclopedia, or Reference Book for All Matters pertaining to Education. Vol. I. 1875. New York: J. W. Schermerhorn & Co.

This volume contains much valuable information respecting school legislation and school progress in the United States, obtained from official sources. The compiler states that the United States Commissioner of Education and the Superintendents of Public Instruction in all the states and territories, with one exception, have contributed to the volume. The several tables of school statistics are taken from an advanced copy of Commissioner Eaton's report for 1874. The most valuable portion of the volume is that devoted to a concise history of the past and present school systems of the several states and territories. It is hoped that the succeeding annual volumes promised will not be revised editions of this first volume. There will be an abundance of new material.

—— SEVEN editions of the *American Journal of Education* are now published—one in St. Louis for Missouri, one in Chicago for Illinois and

Wisconsin, one in Topeka for Kansas and Colorado, one in Houston for Texas and Arkansas, one in Jackson for Mississippi, one in Monroe for Louisiana, and one in Kirksville for Iowa and Northern Missouri. All of these editions are printed in St. Louis. The *Journal* has reached its eighth volume, and, from the first, has been conducted by Mr. J. B. Merwin, the editor and proprietor. It discusses educational questions with great vigor, and its influence is strong and salutary.

—— WILSON, HINKLE & Co. (Cincinnati and New York) have just published **Harvey's Graded-School Readers** and **Primary Speller,** by Thos. W. Harvey, A.M., author of Elementary Grammar and Practical Grammar of the English Language. The Graded-School Readers are complete in five books embodying the most approved methods of teaching reading, printed on fine paper, handsomely and substantially bound, and illustrated by the most celebrated artists in the country. Address the publishers for descriptive circular and prices.

NEW BOOKS RECEIVED.

GUYOT'S GRAMMAR-SCHOOL GEOGRAPHY. New York: Scribner, Armstrong & Co. Price, $2.00.

ELEMENTS OF GEOMETRY AFTER LEGENDRE. By Charles S. Venable, LL.D., Professor of Mathematics in the University of Virginia. New York and Baltimore: University Publishing Company.

POLITICS FOR YOUNG AMERICANS. By Charles Nordhoff, author of "The Communistic Societies of the United States", etc. New York: Harper & Brothers. Price, $1.25.

FIRST LESSONS IN PHYSIOLOGY: For Use in Common Schools. By C. L. Hotze, author of "First Lessons in Physics." St. Louis: The Central Publishing Company. Price, $1.00.

CLARK'S EASY LESSONS IN LANGUAGE; with Illustrations and Diagrams. By S. W. Clark, A.M. New York and Chicago: A. S. Barnes & Co. J. H. Sampson, Agent, Columbus, O.

PECK'S FIRST LESSONS IN NUMBERS. By Wm. G. Peck, LL.D. New York and Chicago: A. S. Barnes & Co. J. H. Sampson, Agent, Columbus, O. Price, 40 cts.

SILVER THREADS OF SONG. For School and Home. By H. Millard. New York: S. T. Gordon & Son. Pp. 208. Specimen copy, 60 cts.

OHIO RAILWAY REPORT. Eighth Annual Report of the Commissioner of Railroads and Telegraphs. 1873-74. John G. Thompson, Commis'nr.

SCHOOL REPORTS.

Report of the Public Schools of Wooster, O. 1873-74. I. M. Clemens, Supt.

Twentieth Annual Report of the Public Schools of Allegheny, Pa. Jno. Davis, Supt.

Twenty-seventh Annual Report of the Public Schools of Akron, O. S. Findley, Supt.

Annual Report of the Public Schools of Erie, Pa. H. S. Jones, Supt.

Sixth Annual Report of the New York State Institution for the Blind. 1874. Asa D. Lord, Supt.

Twenty-Eighth Annual Report of the Ohio Institution for the Blind. G. L. Smead, Supt.

THE

NATIONAL TEACHER:

A MONTHLY EDUCATIONAL JOURNAL.

Vol. V. JUNE, 1875. No. 6.

LANGUAGE INSTRUCTION IN COLUMBUS SCHOOLS.

Lessons in speaking and writing English are begun as soon as the children enter school. There are three recognized steps in teaching this important subject. These are determined by the attainments of the scholars. The *first* period or step covers the time before the child can read and write fluently and readily; the *second* period, after he can read and write, covering a period of about four years; the *third* embraces the last three years of the scholar's course in the grammar schools, and consists of technical grammar in connection with practical exercises in composition. The first and second are preparatory or and preliminary to the third, and form the most important and practical part of the course in language study. * * * * *

When the child has entered school at the age of six years, advantage should be taken of all the knowledge of words and their uses he has already learned. The first step to be taken by the teacher is to lead the child to a correct pronunciation and proper use of the words in his limited vocabulary. This is done by the teacher in connection with the exercises of the school, in conversations held with the children, rather than by formal and set lessons. Day by day, errors in pronunciation, in the use of words, and in forms of expression are repeatedly corrected, incomplete answers in isolated words are developed into correct simple sentences, until the child can make the best possible use of the words he already has in store. No one but the faithful teacher knows how difficult the work is during

this period. The imperfections of the vocal organs, the outlandish pronunciation of the nursery, and the provincial expressions of all countries, both American and foreign, require patience and persistence, more than is allotted to most women, to overcome.

In the second step, the work begins in increasing the child's vocabulary by the gradual introduction of new words, no word being left till the child is able to use it in sentences he is required to form in answers to questions put by the teacher. Object lessons have here their appropriate place. The child gains his knowledge of the object presented by observation, and is trained to look closely and to think. When he has a thought to express for which he may not have the right word, it may be given him by the older or more advanced pupils or by the teacher. Thus the boundary of the child's knowledge of words enlarges, and the continual practice of sentence-making serves to fix in his mind the correct meaning and use. These exercises are all conversational, for it is taken for granted that as yet the child has not learned the mechanical signs for expressing himself in writing, nor acquired the ability of interpreting the written signs. He has, in the mean time, however, been learning these arbitrary signs by which ideas are represented on the printed page, and by writing upon the slate and the blackboard. Here the second step in language study begins. From this time the oral and the written are carried on together, the latter being merely mechanical, but on that account no less important, and no less difficult to teach. The first series of lessons are rhetorical rather than grammatical. He is led to distinguish the different forms of letters, small and large, and their conventional uses in sentences; sentences, as to their use in declaration, interrogation, exclamation, and command; the marks used to make the expression of thought clear to the reader; forms to be used in writing the headings of chapters, abbreviations, paragraphs, notes, letters, and composition; and the correct position of words, phrases, and clauses in sentences. The second series of lessons in this step is etymological in the grammatical sense of that term. The pupil is led to distinguish the use of words, and their relations to each other in sentences, with a view to develop the idea of classification. As soon as he has a clear idea of the basis upon which classification is made, he is required to separate words into classes in connection with the exercises in composition and reading. The

teachers are expected to use that method which will exercise the discrimination and judgment of the scholar. In this connection the second part of etymology—inflection—is also taught, as far, at least, as it can be without confusion. The inflection of nouns for the formation of the plural, the inflection of the personal pronouns, gender, and case have been incidentally taught in the first series of lessons of the second step. Now the teacher may go further, and teach the inflection of the verb to indicate its agreement with the subject, and the inflections and words which show the divisions of the time and the manner of the state or action. The technical terms subject and predicate are introduced, and the office of each explained. The scholar is then able to group words, phrases, and clauses, and to distinguish them as belonging to the subject or predicate. This opens the way for him to distinguish sentences in respect to their forms, as simple, complex, and compound. During all the exercises in classification and inflection other exercises are given in sentence-building, composition, and upon topics connected with the regular school work. If written examinations had nothing else to recommend them but the practice they give pupils in composition, it would be a sufficient reason for their use.

At the beginning of the third period in language study a text-book, for the first time, is put into the hands of the pupil. This should be the best book upon the subject, and to avoid confusion the plan of the author should be followed. There is a great deal of impracticable nonsense in much that is said and written by theorists about a blind adherence to text-books by teachers. This has influenced some weak and self-conceited teachers to ignore—to the utter confusion of their poor scholars—the text-book, especially the one in the hands of the pupils, taking for their guide some other, which they study and half understand. This is done to give the pupils the idea of originality and independence on the part of their teacher. It is well for the teacher to study the subject as discussed in many books, and to use his knowledge by supplementing the text-book, but not in the line of captious criticism. Nine-tenths of the authors of modern grammars have made a specialty of the study of language, and are more competent to give a general plan for grammatical study than the large majority of teachers; hence adherence to the plan of the text-book, and agreement with it, is generally the wisest and the nearest the author-

ized usage. Let the subjects be taken up in the order in which the author has arranged them—etymology, etymological parsing, analysis, syntax—theoretical and practical, it matters not in how large quantities, provided always they are properly digested. The aim is to give the pupil that knowledge of the subject which will be most useful and practical, provided he pursues it no farther than the grammar-school course, and which will, at the same time, lay a broad and deep foundation for a more extended course in the philosophy of language, rhetoric, and English literature, as taught in the high school and college. The ancient and modern languages, as taught in the high school, are auxiliaries to a fuller and broader understanding of, and a greater facility and discrimination in, the use of the English.

The progress made in all the schools of the city during the year in linguistic study has been exceedingly satisfactory. Most of the scholars in the higher grades write with commendable correctness the various exercises in recitations and examinations, and can express their thoughts on paper, in the form of compositions, letters, and business papers with fair facility and grace. I am happy to be able to make so favorable a report in regard to the teaching of this subject, for I regard it as the most useful and practical of all the subjects taught in the public schools.—R. W. STEVENSON *in Annual Report.*

HINTS FOR YOUNG TEACHERS.

TEACHING MANNERS AND MORALS.

By example and by precept the teacher should teach his scholars the most common and sensible rules of etiquette, or good manners, such as will enable them to be at ease and deport themselves well in good, though not necessarily in fashionable, society.

Example is the best teacher of these things. It is sometimes dangerous to teach the rules of etiquette in any other way, for the parents will hear of it, and think that you are reflecting on them. They may also get the idea, very unreasonably perhaps, that you are "stuck up" and feel above them. This, of course, does not apply to those rules of etiquette that are based on good morals.

Good manners are worth but little unless they spring from the heart, unless they are prompted by good will to all, and a desire to secure the happiness of all around us. It would be a difficult task to produce, one by one, the many branches and leaves and flowers of a tree, but plant the seed in the ground, and they all come naturally and easily. It is a difficut task to teach or learn all the different rules of etiquette, but if the seeds of kindness and love are planted in the heart, the essential rules of etiquette will naturally unfold from them.

Scholars should be taught the true idea of the words "gentleman" and "lady." There is danger of losing the true meaning of these words; they are certainly often misapplied.

> "And thus he bore without abuse
> The *grand old name of gentleman*,
> Defamed by every charlatan,
> And soiled by all ignoble use."

Teachers can do no better work for the rough boys under their care, than to inspire within them an ambition to be true gentlemen. To accomplish this, teachers must be gentlemanly or ladylike themselves, to the roughest as well as to the most refined scholar. They must take pains to commend what they see in their pupils that is in good taste, and very gently and carefully reprove things which, while not immoral, are in bad taste or contrary to good manners.

Short talks should also be given on the habits and customs of good society. In these three ways, by example, by approving good manners and reproving bad manners, and by occasional talks, the teacher can do much toward making gentlemen and ladies of many who would otherwise be awkward and boorish in their manners.

A still more important part of the teacher's work, is the teaching of good morals. I mean, of couse, the common rules of morality, rather than religious teaching, though the only true basis of morality is in religion.

It is the duty of teachers as well as of parents to guard the young against deceit, lying, cruelty, profanity, obscenity, gambling, intemperance, the use of tobacco, etc. All of these bad habits will probably exist in the district, and most of them in the school. The example which some of the children have at home is all in favor of these habits. All the more need, then, that they be taught right at school.

1. *Teach the opposite of these bad habits by your example.* If you

are free from them yourself, you can freely oppose them without any danger of incurring the silent or open rebuke, "Physician, heal thyself." But if you approve of them, or practice them openly or secretly, of course you will have no success in preaching against them, even if yon have the face to do it, for you can not then oppose them with any heartiness, and it is only by *hearty* opposition that such evils are removed. Moreover, if you practice only one of these evil habits, it will neutralize your efforts in opposing the others.

2. *Give frequent and earnest talks about these things.* If you have strong convictions about the evil of them, you will find it no hard task to talk against them. Show plainly the reason why they are wrong. Explain their effects on those that practice them and on others. Show that they are sins. Write on the blackboard the commands or precepts which forbid them. Give precept on precept and line on line; here a little and there a little. Show that you are intensely in earnest about it, and impress your strong feelings, if possible, on the minds of your pupils until they come to abhor and loathe all these evils. Get the whole school committed against them by some sort of vote judiciously taken. Refer in your general talks (without giving names) to things which you have seen and heard among the scholars. Ask all those who think that such things are right, to raise their hands, then all those who think that they are wrong. You will most likely get the very scholars who did the things to condemn their own acts. A number of years ago, Mr. Cowdery, of Sandusky, O., wrote a book on Moral Lessons, designed for teachers. It contains many illustrative incidents with questions under the various moral duties. It is a valuable book to refer to when preparing such talks as have just been recommended.

There is one evil which every teacher, whether male or female, should take in hand. There is hardly a school building in our land, upon the outbuildings and outside walls of which may not be found obscene pictures and words. They are almost always put there by the boys. It is a crying evil, but the subject is a delicate one to handle. What shall be done? Carefully and prayerfully prepare in your mind an earnest talk upon the subject, carefully choosing your words, and yet making it so plain that your meaning can not be mistaken. See the boys by themselves, and talk to them about it. Show them the degrading character and the great evil of such

things. Make them thoroughly ashamed of having such things around their buildings. Try to create a public sentiment in the school that will frown on any such thing. Whether you are a lady or a gentleman, you can do this in such a way as to suppress the evil in great part, and lose none of the respect the pupils have for you. You can sometimes tell who the guilty ones are by the way they look and act when you are talking about it.

Any other immorality or bad habit noticed among the scholars should be talked about in the same way, and do not forget to notice approvingly any striking observance of the opposite virtues.

3. Get cheap printed tracts on intemperance, tobacco, profanity, Sabbath breaking, etc., and circulate among the children. They will frequently hit the mark at home. By a little inquiry you can get the address of some one who will send you such tracts cheap, or even free, if you can not afford to pay for them.

4. Cultivate a spirit of reform in your school. Teach your scholars that they should not only refrain from these bad habits themselves, but that they should also actively engage in opposing them and in standing up for what is right. Help them to such strong convictions, that they can not help opposing these evils.

If any teacher is disposed to underrate the duty or importance of teaching morals, let him remember as he looks upon his boys that each one is a *possible* Jim Fisk or Boss Tweed, and as he looks upon his girls that each one is a *possible* outcast of society, and let him also remember that an ounce of prevention is worth more than many, many pounds of cure.

Hamilton, N. Y. R. T. C.

EXPERIMENTAL NOTES.—V.

SPECIFIC HEAT.

It is not an uncommon thing to find teachers of Physics who have very loose ideas, if indeed any at all, of specific and latent heat. Many are content to memorize the definitions of the text-books without grasping fully the important principles and applications surrounding them. A few experiments, easily

made by pupils or teacher, will greatly assist in rendering the whole subject clear. A few are suggested in this article, some of which are found in the common text-books.

Difference in specific heat is most readily shown in the case of two or three of the common metals. Take a piece of iron which can be easily grasped in the hand and a piece of lead of about the same weight. Place them in boiling water, and let them remain a few minutes, after which lift them out by strings tied to them, and let them lie upon the table for a short time—say five minutes. Pass them to the class, and let them be grasped in the hands of the pupils. It will be at once evident that, though at the same temperature when removed from the water, the iron is now quite the warmest. The experiment may then be made of taking them at the same temperature outside, and holding them but a moment in the boiling water. The lead is then the warmest. It becomes hot or cold quicker than the iron. Its specific heat is about one-third that of iron.

Perhaps the neatest mode of showing difference in specific heat is one due to Prof. Tyndall. Balls of as many different materials as can be procured, are heated in boiling water. These balls of lead, zinc, etc., may be cast in bullet-moulds. As large as one-half inch in diameter would be desirable. The iron ball may be prepared by a vigorous use of the file. It is well to have wire hooks in them for convenience in handling. These may be easily made in the cast balls by putting one end of a short fine wire in the mould before filling. Prepare a thin cake of beeswax or tallow. This may be from one-eighth to one-quarter of an inch in thickness, and may be prepared by putting the wax and some water in a saucer and putting it in an oven until the wax is melted; then remove it, and when the wax is just hardening, run the blade of a knife around the edge of the saucer to loosen it and prevent cracking in the centre. Support the wax in a horizontal position, and lift the balls by the attached strings, shake the drops of water from them, and place them as nearly as possible at the same time upon the wax. See that they do not touch each other, and steady them for a moment by the strings to prevent them from rolling off. If the cake of wax be not too thick, those having great specific heat will melt through and drop below; others with less will just appear on the under side; and some will only melt a small cavity in the plate. Their relative capacities for

heat may be almost certainly ascertained by observing the depressions which they make. These will indicate capacities for equal volumes, or equal weights, as the case may be.

After these, some quantitative experiments should be made. These are more interesting and more valuable. Take a pound of lead and a pound of water. The last can be *measured* with tolerable accuracy, if no weighing apparatus be at hand. The lead will be weighed when purchased. Sheet lead is most desirable, but ordinary bar lead will answer very well. Coil it up, not closely, but so that it may be easily moved up and down in the vessel in which the pound of water is. Tie a string to the lead, and put it in boiling water. Put a thermometer in the pound of water, and carefully read its temperature to as small a fraction of a degree as possible. When the lead has reached the temperature of the boiling water, lift it out and shake the water from it, holding it, meanwhile, in the steam so it shall lose as little heat as possible. Plunge it in the pound of water, and move it up and down so as to heat the water uniformly, in the mean time watching the thermometer which remains therein closely. Note the highest temperature reached by the thermometer, and, neglecting the loss of heat to the containing vessel, etc., you are in possession of the data for computing the specific heat of lead, considering water as a standard.

Let us suppose a case:

Temperature of 1 lb. water at beginning of experiment..... 57° F.
" " " end " ..... 62° F.
Supposed temperature of 1 lb lead coming from boiling water..212° F.

We here see that the pound of lead has lost in temperature 150° F. in raising one pound of water through 50° F:—from which we deduce the specific heat of lead about one-thirtieth that of water. The experiment may be repeated two or three times, and the uniformity of the results noticed. It may be varied—and *should* be—by taking unequal weights of lead and water. A general equation should be worked out. Much will be learned by the student; among other things, that the temperature of boiling water is rarely so high as 212° F.

A roll of sheet iron or zinc may be used instead of lead. Mercury heated in a test tube in boiling water, and poured in a fine stream in the water, gives good results, but requires more careful manipulation.

I can not too highly commend these experiments to all who

wish to get a clear knowledge of this subject. The whole can be done with a thermometer and an additional expense which amounts to almost nothing; and any teacher who passes over this subject in the way which is, unfortunately, too common, and complains daily that "we have no apparatus", had better "prolong his vision across the boundary of experimental evidence" and take to teaching ——— something else.

Ohio A. & M. College, Columbus, O. T. C. M.

METHODS OF TEACHING BEGINNERS TO READ.

Chapter VI. Phonic Methods.

The Phonic and Letter methods have been sufficiently compared and contrasted in Chapters IV and V. The distinctions between them can not be too earnestly emphasized. The step between these two divisions is the first step to be taken by the reformer. Let teachers be convinced first that *sounds*, not *names*, of letters should be taught, and they will then be prepared for the consideration and the adoption of some Phonic method. Let it be remembered, too, that a *knowledge* of the sounds is the only argument needed to carry conviction. Here, as in most other matters, unbelief is the child of ignorance.

In this connection, I should like to express my disapproval of the practice, prevalent in many of the public schools of our largest cities, of making "Reading" and "Phonics" *separate* studies in the lower grades. It is simply the result of an attempt to tack upon the Letter methods the characteristic feature of the *Phonic* method. It is a clear case of the new cloth in the old garment. It is an attempt to make the doing of two things badly, suffice for the doing of one thing well. "Phonics" should be taught *in* teaching reading; reading should be taught *by* teaching "Phonics." To teach them separately is as far from the right as chewing coffee and drinking cold water would be from the enjoyment of a cup of coffee.

Now, before entering upon the discussion of the several Phonic methods, let us glance over the outline and difficulties of all the methods again. They are as follows:

OUTLINE OF METHODS.

I. LETTER METHODS (Irrational).
   A. Synthetic (so called): (1) *Alphabetic* Method.
   B. Analytic (so called): (2) *Word* or *Webb* Method.

I. PHONIC METHODS (Rational).
   C. Using no Phonic Marks: (3) *Romanic* or *Sheldon* Method.
   D. Using Phonic Marks.
      (4) *Dictionary* or *Harvey* Method.
      (5) *Typographic* Method.
      (6) *Compromise* or *Leigh* Method.
      (7) *Typographico-Dictionary* or *Graham* Method.
      (8) *Phonetic* or *Normal* Method.

DIFFICULTIES OF THE METHODS.

1. Letters have names which are not the same as, and do not reliably indicate, their sounds.
2. Letters have sounds which are not the same as, and do not reliably indicate, their names.
3. One letter represents many sounds.
4. One sound is often represented by many single letters.
5. One sound is often represented only by a combination of letters.
6. One letter may represent a combination of sounds.
7. Many letters are "silent."
8. Some words contain sounds represented by no letter.
9. Primers do not help the teacher to determine the correct sounds of letters.

In Chapters IV and V, I showed that both the *Letter* methods encounter all these difficulties. The first two, the most serious ones in the list, are evaded by teaching *sounds*, and so do not hold against any of the PHONIC methods.

But there still remain the seven others. These are owing to the unphonetic character of our spelling. Now, the several PHONIC methods differ from each other in the manner in which they attempt to relieve the teacher of these difficulties. It will be readily foreseen that three kinds of artifice can be used for this purpose: (1) Words may be selected which illustrate correctly the sound taught of any letter, and so the exceptions be postponed until the pupil has sufficient strength to meet them; (2) or, in addition to this, diacritical or *sound* marks, such as the dictionaries have, may be used; (3) or, every letter in our alphabet may be restricted to one sound and additional charac-

ters be introduced in sufficient number to make the alphabet strictly phonetic. It will be noticed that the presentation of the different *Phonic* Methods will be according to the order and manner in which these artifices are adopted.

N. N. School, Lebanon, O. R. H. HOLBROOK.

ANALYSIS THE KEY TO LANGUAGE.

There is a constant and increasing complaint that the study of grammar, as generally taught for the past forty years, has been comparatively useless; and this complaint, I am constrained to allow, is somewhat well-founded. I have taught grammar by the help of many of the text-books in vogue, or, perhaps I might say, in spite of them, for many years; and for the last ten years it has been a constant and anxious inquiry with me, What is the matter with "grammar" and the "grammar books"?

It is, indeed, a curious fact, that the thing which we know from the very cradle, which we have employed and understood from the mother's breast, which we can read, write, and handle with skill and effect, and without a knowledge of which we can neither read, write, speak, nor understand, is the only thing which from books we can not learn!

Other things we know nothing of till we find them in books, and we take them up and, by the help of books, we master them. But this matter of language, that we know long before we ever see a book, and by understanding which we acquire all book-knowledge, which we comprehend practically and can handle skillfully all the time, both in books and out of them, is yet so taught, so presented as a matter of theory and study, that nine-tenths of those who pursue it pronounce that for *them* it has been mostly a waste of time and a failure. I repeat the question in all seriousness, Why is this? Does the difficulty lie in the subject itself, or in the manner of presenting it?

It seems to me that the trouble can not lie in the nature of language, because, as I have already stated, language is, as an every day matter of fact, practically understood, and handled with reasonable clearness and facility by hundreds of thousands, nay, by the great body of the human race. If, then, the

trouble lies in the matter of presenting the subject to the minds of learners, what *is* that trouble? and what are the faults, the defects, so fundamental and so fatal, in treatment of grammar?

My readers will smile, doubtless, when I declare that I think I know what is the matter, and, moreover, that I can show it; yea, that I can point out a "more excellent way." And in saying this, I neither ignore nor undervalue the labors of grammarians in time past. But to proceed to my task.

The science of language has several branches, well enough named and defined perhaps in most grammar-books, viz.,

1. *Orthography*—correct spelling, written form.
2. *Orthoepy*—correct pronunciation, spoken form.
3. *Etymology*—derivation, inflection, and properties.
4. *Syntax*—including (*a*) Analysis, separation into elements; (*b*) Synthesis, construction.
5. *Punctuation*—pointing and marking sentences.
6. *Prosody*—versification.
7. *Composition*—use of language in the expression of thought.

Each branch is important and distinct. But what is their order?

In written language, orthography comes first, because one can not read nor write words without knowing how to spell them. But after that, and after orthoepy or the spoken form, and after the ability to talk and read understandingly to some extent, what next? It has been usual to place etymology next in order, and to mingle with it, in vexatious mystery, the intricacies, in endless puzzle, of word parsing, which has, with almost changeless uniformity, been regarded and treated as the grand thing, to which all else is subordinate,—as the *summum bonum*, overshadowing all other things. Even the later authors, who seem to have had glimpses of a new and better method, lose soon the blissful sight, and fall back into the "treadmill path", wearisome and bewildering withal, of WORDS, WORDS, WORDS.

An illustration will assist in explaining what I take to be the fundamental fault in the methods employed, for the most part, by the text-books upon grammar in use throughout the country. Fifty years ago it was, I think, the universal custom to study the *Greek* through the *Latin*. The elderly collegians doubtless remember their hunting with anxious gaze through their well-thumbed "Lexicon Schrevelii" for Latin definitions

of Greek words, and then perhaps through Ainsworth (Latin-English) for the wished-for *English* meaning. They shudder even now at the memory of scouring two dictionaries for the translation of the day's lesson in the "Græca Majora." Now, suppose in those "good old days", a boy had been put into Greek with no knowledge of Latin, or with a mere smattering thereof. His path would indeed be thorny and his progress blundering and zigzag,—mere chance and guess work.

Exactly this is what is done when pupils are put to and kept in word grammar, as is so universally done, without a clear, reliable, and thorough knowledge of analysis. The pupil is obliged, from the outset, to judge and determine things of which he has no possible knowledge, and no means of obtaining it. The modern method is declared, with some show of trumpets, to be "from the known to the unknown." The "grammar" method, on the contrary, is to plunge the unhappy tyro into the midst of the "vast unknown", and to keep him floundering in the dark abyss, like Satan, in "Paradise Lost", in search of the new created earth; generally, however, without the "luck" of the great Adversary, since he found, at length, what he was after; whereas few of these "grammar hunters" ever do thus succeed, for several very good reasons, viz., 1st. They don't know what they *are* after. 2d. They know no road nor path of approach. 3d. They do not know their "game" when they do find it, for they never obtained any knowledge of it by eyesight or otherwise. Hence, after "beating about the bush" for two or three years, more or less, they quit "studying language", but, nevertheless, go into business, and the every-day intelligent and energetic use of that very thing which they could have no success in learning about in "grammar books" in their school-boy days.

But it is time to state definitely my point, to wit: Analysis is first and fundamental, and must be acquired extensively and thoroughly as the introduction to a course of study in the comprehension of language; and word parsing can not be understood nor mastered, unless and until a large, definite, reliable knowledge of analysis has been obtained,—a knowledge not of little, easy, "baby" sentences merely, such as fill many of the text-books, but of the language as we find it, as a body of thought and expression.

In my next I will show the truth and the reason of this declaration.

QUISLIBET.

A GENERAL EXERCISE.

As there are many teachers who are unable to sing, and, therefore, can not well introduce that exercise into their schools, I would suggest the following substitute, which I have found, by experience, to work admirably.

If you have a spare blackboard in your schoolroom, print on it some little piece of poetry. Let the whole school repeat it after you, line by line, until they can read it readily from the board. Let them read it occasionally between the classes. They will, in a short time, be able to say it from memory, and you can erase it from the board and print another piece on it. In the course of the term, they will learn a number of pieces, and will delight to repeat them in concert as a general exercise.

I tried the above plan last summer in an ungraded school of seventy scholars, and during the term of eight weeks, the children learned eight quite long pieces of poetry; and they all (the little ones especially) took great delight in repeating them.

Be sure and select pieces which contain noble and beautiful sentiments. If you do this, you will not only strengthen the memories of your pupils, but also cultivate their moral faculties and implant in their souls longings for a nobler, truer life. When children have learned really to enjoy good poetry, they have learned much. Wordsworth says: "To be incapable of a feeling for poetry is to be without love of human nature or reverence for God."

ELIZA H. MORTON.

THE TEACHER AS A MAN.

It is unnecessary to say that the teacher should be a model man; every man should be a model man. There is much more in teaching by example than in teaching by precept. The faculty of imitation seems to be the strongest during childhood and youth.

Every man exerts a silent influence, which is powerful. Every man who uses tobacco is teaching its use to some younger man or boy. So with swearing, so with drinking, and so with every evil under the sun. A glorious fact it is, however, that every good deed a man does, teaches some one. Every

good habit a man has, exerts an influence upon some one else. If this were not the case, we would all go to the evil one at a double-quick speed.

Teachers, how many of you use tobacco? Quit it, or quit teaching. Do not say you can not quit it. Why, you ought not to pretend for a moment to occupy that responsible position, if you can not exert your will sufficient to relinquish a habit which you know to be injuring you and, through your influence, hundreds of others, whose influence again leads others, and thus in a geometrical ratio is multiplying evil. The use of tobacco is but one of the bad habits which every teacher should avoid.

Teachers are watched, and watched closely, by hundreds of young bright eyes, whose owners are ready to follow in their footsteps. Children reason in a very simple manner. "There is a man who does so and so, and he is a good man and a smart man, and if it is right for him to do so, it is right for me." This is the course of reasoning the child goes through with, not considering that the premises are wrong, that a man who does these things is not good, is not smart as he should be; that these things are blots on his character, and if he copies them, he copies blots.

Remember, teachers, that you are teaching daily and hourly; that you are teaching out of the schoolroom as well as in it; that by your bad example you are undoing what your precepts have done. Like Sisyphus, you are rolling a stone up hill that is continually returning upon you.

The teacher, then, must be every inch a man. Do right, because it is right, and teach your pupils so. There is too much copying of men in high positions. We should teach pupils to copy only the good and reject the bad.

G. Dallas Lind.

RAMBLES AMONG SANSKRIT ROOTS.

There are many words of which the etymological notices as given in general dictionaries or even in etymological dictionaries, are very unsatisfactory. Let us seek for the etymological meaning of *father*.

Worcester has, "A. S. *fæder;* Dut. *vader;* Ger. *vater;* Dan.

fader; Icel. *fadir;* Sw. *fader;* Gæl. *athair.*—Gr. *pater;* L. *pater;* It. and Sp. *padre;* Fr. *père.*—Pers. *pader;* Sans. *pita.*"

Mahn, in the last edition of Webster's Quarto Dictionary, has, "A.S. *fäder*, o. Sax., Sw., and Dan. *fader*, Icel. *fadir*, Goth. *fadar*, D. *vader*, O. H. Ger. *fatar*, N. H. Ger. *vater*, allied to Lat. *pater*, Gr. *patēr*, Per. *padar*, *peder*, Skr. *pitri.*

Wedgwood has, "Sanscr. *pitri*, Gr. *patēr*, Lat. *pater*, G. *vater*, ON. *father.*"

Latham, in his edition of Johnson, has simply "A.S. *fæder.*"

Johnson has "father, Saxon. This word is found likewise in the Persian language."

These quotations, except the last two, show that *father* has its ultimate origin in Sanskrit, or some more ancient allied language. But all this array of allied words throws no light on the etymological or original meaning of *father.* In Webster's Dictionary (1859) there is an attempt to get at the original meaning of father by deriving it from the Sw. *föda*, Dan. *föder*, to beget, to *feed*, Goth. *fodyan*, Sax. *fedan*, D. *voeden*, to feed; whence *fodder*, G. *futter*, *füttern.* If this etymology were correct it would be satisfactory, so far as the original meaning of *father* is concerned, thus making *father* mean the *begetter* or the *feeder.* It is evident, however, that Dr. Mahn did not consider the etymology as correct, as he has discarded it. Can the etymological meaning of the Sanskrit *pitri* be found? According to Sayana, whose view is adopted by Monier Williams in his elaborate Sanskrit-English Dictionary, *pitri* = *palaka*, a protector. The Sanskrit *pā* means to watch, to keep, to preserve, to protect. Hence a *father* is a *preserver* or *protector.* This meaning suits well the word as used in the Lord's Prayer.

In the same way we find that *mother* is referable to the Sanskrit *mātri*, which means "the maker (of the child in the womb)." This word is found in Persian, Greek, Latin, the Romance languages, Slavonian, Russian, Irish, and in the Teutonic languages.

The Sanskrit of *bhrātri*, a brother, is from the Sanskrit *bhri*, to bear, to carry, to support, to protect. Hence a brother is a supporter or protector. There is then little or no difference in the original idea of *brother* and *father.*

The Sanskrit *svasri*, sister, is of doubtful origin. Three explanations have been given. The first is, that it is from *as*, to be, to live, with the prefix *su*, an enhancing particle frequently used to signify *good*, well, beautiful, beautifully, worthy of re-

spect or reverence, etc. Hence a sister is *a good being, a beautiful being,* or *a being worthy of respect or reverence.* I purposely leave out *good liver, bon-vivant,* as derogatory to the character of a sister. The second explanation is, that *svasri* is connected with *sv-asti,* welfare, health, prosperity, blessing, joy, happiness, bliss, and hence means a *consoler,* or one who pleases. The third explanation is, that *svasri* is from *sva* and *strī.* The root *sva* (Latin *suus*) is pronominal, and means *own,* or *one's own. Strī* (supposed to be a contraction of *sotri,* a bearer of children) means a woman, or female. Hence *sister* means one's own woman or one's own *female.* There is little poetry in this last explanation, so far as expression is concerned. It would be improved by substituting for it one's own lady-love.

The Sanskrit *sūnu,* a son, is from the Sanskrit, *su,* to beget. Hence a *son* is the *begotten.*

The Sanskrit *duhitri* (original form *dhugh-atar*), a daughter, is from *duh* (originally *dugh*), to milk. Hence a daughter is a *milker,* either in the sense of being the milkmaid of the family, or of being the drawer of milk from her mother. The first is the most poetical idea, but the latter harmonizes better with the supposed origin of the Latin word *filia,* a daughter. The Sanskrit word *dhe,* to suck, to drink, is supposed to be the origin of the Greek *thaein* and *thalazein,* to milk, *thēlē,* a teat or nipple, *thēlus,* of female sex, *tithē* and *tithēnē,* nurse, Gothic *dadd-ya* and Old Germon *ta-u,* I suck, Old German *tila,* female breast, *tuta* and *tutta,* a teat, English *teat,* Slavonic *do-ya,* to suck, *doilica,* nurse, *dê-te,* child, *dê-va,* virgin, Irish *daif,* to drink, and Latin *filia,* daughter, *filius,* son, *fellare,* to suck, *femina,* female, and Umbrian *felia,* son. It should be observed that the syllable *male* in *fe-male* has no etymological relation to the word *male.* Wedgwood, in giving his etymology of *female,* and Andrews, in giving that of *femina,* seem not to have been aware of the Sanskrit derivation given above.

To sum up the etymological meanings of *father, mother, brother, sister, son,* and *daughter,* we have *father,* a protector; *mother,* a maker or a producer; *brother,* a supporter, *sister,* a good being, a beautiful being, a consoler, or one's lady love; *son,* the begotten; and *daughter,* the milkmaid or the suckling. We also have *female,* the one that gives suck, or, more poetically, the nourisher.

Salem, Ohio. W. D. HENKLE.

EXAMINATION QUESTIONS.

The following questions were used in the recent examination of the teachers in the Columbus schools, who applied for a renewal of their certificates. The questions in the other branches are omitted:

Penmanship.

1. For what purposes should the blackboard be used in teaching writing?
2. What is meant by the analysis of a letter?
3. What are the advantages secured by teaching the analysis of letters?
4. Represent the three most common errors made by pupils in forming the small letter *l*. How may these and other errors be best corrected?
5. How may a proper interest in writing be best awakened and sustained?

Write the following sentence as a specimen of your penmanship:

"There is an unerring Memory in the universe out of which nothing good ever fades."

Theory and Practice.

1. What advantages are secured by teaching pupils the phonic analysis of words?
2. Why should pupils be required to pronounce the syllables in oral spelling?
3. What are the leading objects of a recitation in reading? Name at least two.
4. What errors are teachers most liable to make in oral instruction?
5. In what studies and for what purpose may a text-book be properly used in conducting a recitation?
6. What elements of character should teachers most assiduously cultivate in their pupils?
7. Why should the higher motives be generally appealed to in the government of children?
8. Why should ridicule be seldom, if ever, used as an incentive?
9. Why is it unwise to show a want of confidence in pupils?
10. What do you understand by the self-reporting system, and when may it be properly used?

History and Constitution.

1. Name the nations under whose auspices the early discoveries and explorations of the New World were made.
2. Name five colonial events occurring between 1562 and 1682.
3. Give four of the prominent causes of the Revolutionary War.
4. Give a brief sketch of the history of the Declaration of Independence.
5. What led to the formation of the Constitution?
6. What purposes are stated in the Preamble?
7. Give and define the general departments of the Government.
8. How are representatives chosen? How senators?

9. Give five of the powers of Congress.
10. In what is the judicial power of the United States vested?

MUSIC.

1. How are the various lengths of musical tones expressed?
2. What is a clef and what is its use?
3. Define an interval, and name the successive intervals (or steps) of a major scale.
4. Write the scales of G, D, A, and E major, with pitch name under each note.
5. What tone appears in the scale of G major, not found in the scale of C major, and why is it necessary?
6. Write the Chromatic scale, ascending, beginning with C, and name each tone.
7. Write two measures in each of the following kinds of time, introducing both notes and rests: $\frac{2}{4}$, $\frac{3}{8}$, $\frac{4}{4}$, $\frac{6}{8}$, $\frac{3}{4}$.
8. Give name and use of each of the following characters: [Eight musical characters were written on the blackboard.]
9. Sing the major scale, ascending and descending.
10. Sing the following named tones of the major scale, in the order designated: 1—3—5—8; 8—6—4—2—3.

NOTE.—Applicants were examined individually on the 9th and 10th.

DRAWING.

1. What is the direction of a line when one end is directly over the other?
2. When are two lines perpendicular to each other? Is either of the lines necessarily horizontal or vertical?
3. Name the three triangles which are named from the relative length of their sides, and define each.
4. What three stages should be observed in making a drawing, and what is included in each?
5. What does concentric mean? Illustrate.
6. State the three great principles to be followed in good design, and define each; state also what kinds of arrangement are included under symmetry.

DRAWING FROM DICTATION. ☞ *No ruling or measuring.*

Draw a four inch square, and divide it into nine equal squares, by trisecting each side, and connecting opposite points of division. Draw the diameters of the large square, and prolong each semi-diameter one-sixth the side of square. Bisect each side of center square. Draw a diagonal in each of the small corner squares, each one of which shall connect the outer points of division in adjacent sides of the large square. Each of these diagonals is to be the base of a semi-circle which shall pass through the nearest corner of the large square. Draw the semi-circles, and continue the ends of each through the nearest points of bisection in center square, forming four ovals, or egg-shaped forms. Describe a circle concentric with center square, and tangent to end of each oval. Connect the outer end of each prolonged diameter, with the two points of division in nearest side of large square, by two simple curves convex toward each other. Put a parallel form one-eighth of an inch inside each of the four spaces formed by the two last curves and adjacent sides of ovals. Erase all straight lines: strengthen curves.

EDITORIAL DEPARTMENT.

—— Supt. Stone again informs us that, owing to an unexpected and unprecedented accumulation of duties, he has not been able to prepare the promised article on the classification question.

—— Our readers will be glad to learn that Supt. Harrington, of New Bedford, Mass., has promised to contribute a series of brief papers, under the head of "Notes from New England." For years Mr. Harrington has been in the habit of making a note of whatever he sees in literature or hears uttered, that bears forcibly on the cause of public education. He purposes to let our readers see some of the best things in his well-filled note book, and we need not add that whatever he presents will have an appropriate setting.

—— The National Commissioner of Education has suggested the idea of making the coming Centennial an occasion for representing to the eye and reason of American citizens and all spectators from other countries the primary and fundamental relation of education to the perpetuity of free governments and to all the other interests of society. The Commissioner concedes that the task is a very difficult one, from its very nature, but he believes that it can be accomplished if the friends will earnestly put their wits to work to devise a plan. How can the political axiom, "The perpetuity of free institutions depends on the intelligence and virtue of the people", be symbolized? If any of our readers can render the least assistance in the solution of this important question, it is hoped that they will at once communicate their suggestions to Commissioner Eaton. What is needed is a bold and impressive illustration of the vital relation of education to all the causes which insure the prosperity and perpetuity of free institutions. It is true that this relation is generally affirmed, but it is also true that it is dangerously disregarded. Can the Centennial be made the means of securing its more universal recognition in public affairs?

—— The *Atlantic Monthly* recently contained this sentence: "We would rather set a boy or girl upon some one poet nearest akin to *their* mental aptitude." This blunder has revived the discussion respecting the need of a new personal pronoun in the singular number to represent either sex. *Appleton's Journal* takes the position that the frequent occurrence of this error is evidence that it is due to a defect in the language. It urges that the average man would rather commit a solecism than resort to the clumsy circumlocution of "his or her" or the authorized injustice of boldly ignoring woman by the use of the masculine pronoun. We appreciate the force of this remark, for in addressing

teachers we frequently find it not a little annoying to be obliged to use a masculine pronoun when the great majority of our hearers are ladies. The instinct of gallantry, if not of justice, protests against it. It is true that this necessity may be generally avoided, but in many instances this can only be done by a sacrifice of force or conciseness. We vote for the new pronoun, but meanwhile we can not defend the solecism of using "their" to represent a noun in the singular number.

——The May number of *The New Era*, a Jewish magazine, published in New York City, takes strong ground against the proposition to make the Catholic schools a part of the public school system. It properly asks what can be urged in favor of the demand of Roman Catholics which can not as well be put forward in behalf of any other denomination. "Why, for instance, should not we as Jews require sectarian schools?" It adds:

"We support, as warmly as anybody, our public schools, because we think that they, with all their faults, are based upon a right foundation, and we shall oppose, as best we can, any attempt to introduce into them the element of religious sectarianism, because we think that this foundation will thereby be destroyed and the whole structure undermined. In short, apart altogether from the dangers which would accrue to the political liberties of our people by yielding to the preposterous demands of the papal priesthood, we find it difficult to conceive where the end will be if we once admit that any religious sect has, for puposes of education, a claim upon our public moneys. If one, why not another? If a religious sect, why not those who are total disbelievers in any religion whatever?"

Will the *New England Journal of Education*, which recently approved of the Poughkeepsie arrangement, serve the cause by answering these questions?

——The *Boston Advertiser* strongly condemns the declared tendency of small towns to build schoolhouses four or five stories high, because this is the fashion in large and crowded cities, where land is costly. It holds that schoolhouses should not be more than two stories high, and expresses a preference for one story. While we indorse its just condemnation of high school buildings, we suspect that the *Advertiser* has added a story or two to the buildings found in the suburban towns, even around Boston. So far as our observation goes, the prevailing fashion is to erect three-story buildings, and, in this part of the country, the third story often contains an immense hall for use on public occasions. We have never been able to see any good reason for these third-story halls, and we are glad to observe a tendency to erect school buildings without them. If it is desirable to put from twelve to sixteen schoolrooms under one roof, the third story is demanded both by economy and architectural appearance. The *Advertiser* urges that no attempt should be made to crowd 500 to 1000 children into one building. There are two sides to this question, but the objections to large school buildings for small children are certainly entitled to more consideration than they have yet received.

——THE opening article in our May number treats of a defect in school instruction, which deserves most careful consideration. The result, complained of, is doubtless due, in part, to a want of that mental maturity and wide information which age alone can give, but the prevailing methods of teaching are unquestionably more or less responsible for it. It would seem that six to eight years of previous training in the use and comprehension of language ought to enable the average high-school pupil to show a fair understanding of what is clearly stated in an easy manual of physiology or history, but many teachers can bear witness to the fact that this is not the case. It seems just to conclude that there is an error in the previous training. We fully indorse what Mr. Vaile so well says respecting the teaching of reading. The first thing to be secured is a clear understanding of the thought to be expressed. "Understandest thou what thou readest?" is the prime question. But is there not a similar error in the teaching of the other branches? Recitations are too often either mere tests of the pupils' ability to repeat words, or they are so largely devoted to explaining and simplifying that the pupils are relieved from the necessity of trying to comprehend the text-book. They too often come to the recitation to hear the lesson explained! Is there not such a thing as too much instruction and too little study? And are not teachers now tending to this extreme? Oral instruction is a good thing in its place, and it has an important place; but something more is needed to give pupils the ability to acquire knowledge from books.

THE CLASSIFICATION QUESTION AGAIN.

The discussion of this question has disclosed the fact that all intelligent superintendents are not aware that there are cities in the country, noted for the excellence of their public schools, which have never adopted the system of annual transfers, with a year's interval between the classes. The arguments urged in favor of a more frequent reclassification and a shorter class interval have been regarded by some as mere theory, unsupported by practical experience. The fact that St. Louis, Chicago, Toledo, and several other cities have discarded the year system, is considered an experiment. It will doubtless somewhat surprise these persons to learn that the city of Boston has never adopted the year interval except in its high schools. We mention this city, since no one will question the great excellence of its public schools.

Notwithstanding the high compliment therein contained, we present the following extract from a letter received in March from Mr. John D. Philbrick, late superintendent of the Boston schools:

"I have read your admirable paper on 'Problems in Graded School Management' with the *greatest satisfaction*. I agree with Messrs. Harris and Tweed in what they said of it. It is thoroughly sound and wise from beginning to end. I have also read your article on 'The Classification Question' with equal approbation. These papers at *every* point advocate and recommend what I have been aiming at in the Boston

schools. Our Grammar and Primary schools are reclassified twice a year. It is found practicable in the Primary schools where there are no test examinations, to move up the classes each half year mainly *en masse*. In the Grammar schools it is different. The first class is generally not much changed during the year, as the promotion to the High schools takes place only once a year. The intervals between the lowest classes is often less than half a year. We do not worship percentages."

In his first semi annual report for the year 1872–3, Rev. Daniel Leach, for many years superintendent of the schools of Providence, devoted several pages to their system of classification, with intervals of three to six months, thus permitting frequent promotions from class to class. A brief extract from this discussion was published in our May number. The by-laws of the board of education provide for promotions "at the beginning of each term." In a letter, dated March 12th, Mr. Leach says:

"Your paper is very timely and wise, and will, I think, do much good. I fully indorse the views so forcibly expressed. I am happy to find that your experience and observation accord so perfectly with my own. * * We have adopted this course in Providence with great success. It avoids many of the evils of annual promotions and annual classes."

We believe that Providence never adopted the year system in the lower grades of its schools.

It gives us pleasure to add that a class interval not exceeding five months, or one half of a school year, has recently been adopted in several cities, with most satisfactory results. We shall soon be able to compare the practical workings of the two systems in a goodly number of cities in different sections of the country.

THE PRICE OF EDUCATIONAL JOURNALS.

The first fact to be considered in comparing the subscription prices of educational journals, is their average size, not including the advertising pages. It is evident that a magazine containing only thirty-two pages monthly, can be afforded at a less price than one containing from forty to forty-eight pages—other things being equal. So far as we know, there is not an educational magazine in the country, containing more than thirty-two pages, that is furnished at less than $1.50 a year, single subscriptions. Only one of the dollar journals contains thirty-two pages.

The size of the type and the form of the journal are also important facts. The larger the type the less the cost of composition. One of the educational journals whose size is forty-eight pages, contains less matter than several other journals which have forty pages or less. The magazine form costs considerably more than the newspaper form, and, other things being equal, an educational magazine is more valuable than a paper. It is more easily preserved, and is more convenient for reading and reference. Most teachers who intend to pursue the business for any considerable time, preserve their educational journals, and many have them bound. Hundreds of volumes of this journal are bound annually. It costs less to bind a magazine than a paper, and, when bound, it is much better suited for library purposes.

The next important item is the extent of circulation. A journal that has a circulation of 10,000 can be afforded much cheaper than one having a circulation of only 1000. The larger the circulation, the less the cost of each copy published. This is due to the fact that the cost of composition, type, office rent, clerk assistance, and several other important items, does not depend on the number of copies issued and circulated. It costs nearly as much to publish 2000 copies as it does to publish 4000, the difference being chiefly due to the cost of paper, press-work, and binding. In 1873, Prof. O. R. Burchard, of Fredonia, N. Y., undertook the publication of a forty-eight page magazine ("New York State Educational Journal") at the low subscription price of $1.50. In announcing its recent consolidation with the *School Bulletin*, he states, in effect, that he found it impossible to continue its publication without a circulation of several thousand. We judge that it would have required a circulation of 6000 to 8000 to enable him to give his whole time to the work. The necessarily limited circulation of nearly all state educational journals makes it impossible to reduce their present subscription price, without a corresponding reduction in size.

Another important fact to be considered is the manner in which educational journals are published. It is evident that a journal published in the interest of a large business, can be afforded at a less price than a journal published as an independent enterprise. Several of the large school-book houses publish educational periodicals, with a nominal price, but really for gratuitous circulation, as a means of advertising. They thus distribute thousands of copies, prepaying the postage. It is idle to expect an independent educational journal to compete in price with one published in the interest of any large and paying business. "The laborer is worthy of his hire", and the editor and publisher of a worthy educational journal is not an exception.

For fourteen years we have kept an accurate account of the receipts and expenses of the OHIO EDUCATIONAL MONTHLY, and our books throw some light on this question. For several years this journal has contained each year an average of *more than forty-two pages of reading matter monthly.* We have published from 3250 to 4000 copies, not including our national edition, the TEACHER. The actual *cash cost* of the smaller edition (3250) has been at least $1.20 a copy each year—not including our own time and labor. At least nine-tenths of all subscriptions have been received at club rates ($1.25 a copy), with a reduction in many instances of one-tenth (one subscription in every ten) to meet the expenses of canvassing. The comparatively small number of subscriptions received at $1.50 is fully offset by the exchange and free list. In other words, *the total cash receipts from subscriptions*, with an edition of 3250, *has not equaled the actual* CASH *cost of the edition.* The receipts from advertising have not been sufficient to pay the editor and publisher for his time and labor, and hence they are not included in this estimate.

These facts show that an independent educational journal of the size and form of the NATIONAL TEACHER can not be afforded at its present subscription price unless its circulation is considerably above 3250 copies. We estimate that it would require a paying circulation of over 4000

copies to make the receipts from subscriptions equal the *cash* cost of its publication. We much regretted the adding of the postage to the regular subscription price at the beginning of the year, but the only safe alternative was a corresponding reduction in size. We felt that we could not take such a step backward. The TEACHER is now too small to meet the increasing demand of the profession. We shall continue to give it an average of at least *forty* pages monthly. A few numbers may contain two to four pages less, but these will be *more* than offset by the large September number. In doing this, we shall rely on its many friends to assist us in putting its circulation beyond that hitherto attained. Can it not be done?

EDUCATIONAL INTELLIGENCE.

—— WHEN notified that a subscriber has failed to receive any number of this journal due him, we always remail it.

—— A SCHOOL of mines, a school of dentistry, a hospital, and a homeopathic school of medicine are all to be established in Michigan University, the state legislature having made special appropriations for these purposes.

—— THE legislature of Texas has passed a law fixing the compensation of teachers in the public schools at 10 cents per day for each pupil in actual attendance. Who will now say that wisdom will not die with our legislative bodies?

—— MISS SUSAN M. HALLOWELL, the first assistant teacher for a number of years in the high school at Bangor, Me., has received and accepted an invitation to the professorship of natural history in Wellesley College, at Wellesley, Mass., at a salary of $1,800.

—— DR. W. T. HARRIS has been reëlected superintendent of the public schools of St. Louis. His administration of the St. Louis schools has won for him an enviable reputation as a school officer. It has been characterized by great vigor and industry and by eminent ability and practical wisdom.

—— MR. WM. R. CREERY, for several years superintendent of the public schools of Baltimore, died recently after a very brief illness. He had done a quiet and progressive work in the schools, and it will be difficult to fill his place. His death caused general sorrow in the city. Mr. Creery was one of the editors of the *Maryland School Journal.*

—— A RESOLUTION to omit religious exercises in the public schools of Newark, N. J., was recently defeated in the board of education by a vote of 18 to 2. A petition of the citizens of San Francisco asking that un-

sectarian religious exercises be introduced into the public schools has been refused by the board of education. Is this a question of longitude?

—— Miss Graceanna Lewis, of Media, Pa,., recently delivered a course of lectures on natural history at the rooms of the New England Woman's Club, Boston. The lectures showed eminent scientific attainments, and were well received. Miss Lewis will make engagements to give lectures on natural history to schools, colleges, and to parlor classes of ladies and gentleman. She is highly commended by Miss Maria Mitchell, Prof. John Cassin, and other eminent scientists.

—— In the recent death of John Harper, Esq., the senior member of the firm of Harper & Brothers, New York, the publishing business has lost one of its oldest and most prominent members. It is generally conceded that the remarkable success of this great house was largely due to his sagacity and practical wisdom. The late death of Robert S. Davis, Esq., of Boston, removed another of the leading school-book publishers of the country.

—— President Andrews, of Marietta College, has gone to Europe to spend a few months for the benefit of his health which has been poor for several months. He has been present at every commencement since his connection with the college, a period of thirty years. His absence at the next commencement must greatly lessen both the interest and enjoyment of the occasion. We join his many friends in the earnest hope that the trip may restore his former health and vigor.

—— There have been much inconvenience and some scandal in consequence of the fact that Russian ladies seeking a superior education, have hitherto been compelled to go abroad for it. But a commission has been appointed to remedy these evils, and has nearly completed a scheme for the creation of a "High College for Women", with departments for instruction in mathematics, pharmacy, language, and history.—*Glasgow News.*

—— Mr. Walter S. Smith, superintendent of Marion county, Indiana, is testing the constitutionality of the law, recently enacted, amending the county superintendency act. The case is now in the Superior Court, and, in the event of an adverse decision, it will be carried to the Supreme Court. It is claimed that the imperfections of the title make the law unconstitutional.——Clark county, Ind., A. C. Goodwin, superintendent has adopted a course of instruction for the common schools. It covers eight years.

—— The fifth anniversary of the State Normal School of New Hampshire occurred the first week of May. The occasion was one of unusual interest and promise. Prof. J. C. Greenough, of Rhode Island Normal School, delivered the annual address. A correspondent of the *Boston Journal* states that he handled the subject, "Knowledge and Power", in

an eloquent and masterly manner. The important work of the teacher was held to be the development of moral power in the pupil. Thirty-three teachers graduated.

—— We learn from an Iowa paper that the *Iowa School Journal* has been sold to Mr. W. E. Crosby, of Davenport, editor and proprietor of the *Common School*, the sale to take effect July 1st. We suppose that the two journals are to be consolidated—a wise action. The *Journal* has shown some weakness of late, the first five numbers of this year containing together only eighty-two pages, and we have not yet received the April and May numbers of the *Common School*. Mr. Crosby is a live editor, and the consolidated journal will richly deserve a generous support.

—— The proceedings of the Detroit meeting of the National Educational Association (1874) have been published several months, and we hope that a large edition has been sold. The volume contains many papers and addresses of great value, and it should be in the library of every intelligent person who takes any interest in the progress of education. It should also have a place in every public and college library. The volume contains 320 pp., large 8vo., and will be sent, postpaid, for $1.75. Address the chairman of the committee on publication, Supt. A. P. Marble, Worcester, Mass.

—— A Summer School of Natural History will be opened in Peoria, Ill., July 5th, and continue four weeks, under the auspices of the Peoria Scientific Association. The instructors now employed are Prof. B. G. Wilder, in the zoölogy of vertebrates; Prof. J. Henry Comstock, in entomology; and Prof. Alphonso Wood, in Botany. Professors Wilder and Comstock are both of Cornell University, and Prof. Wood is the distinguished author of Wood's Botanies. The school will afford unusual facilities for the study of natural history. For further information, address Prof. S. H. White, Peoria, Ill.

—— Mr. Holloway, the maker of a well-known patent medicine, has purchased for some £25,000 the Mount Lee estate, at Egham, England, and on this he purposes to erect an enormous building for a college for the education of women. The institution is intended to accommodate four hundred students, under at least twenty professors, and to hold the same relation to the higher education of women as the colleges of Oxford and Cambridge do to the education of men. It will prepare students for the Cambridge examinations. It is estimated that the building and grounds will cost £200,000.

—— Rev. James Black, D.D., President of Pennsylvania Female College, Pittsburg, formerly President of Iowa State University, has accepted the chair of Greek in the University of Wooster, vacated by the resignation of Prof. Jeffers. Dr. Black has a great reputation for scholarship and ability in teaching, and is very popular among his former pupils and co-professors.——The trustees of Miami University have voted to

open the institution next September if the citizens of Oxford township and other friends will raise an additional endowment of $25,000 before the annual meeting in June. This looks like an attempt to sail in very shallow water.

—— We regret to learn that at the late election in Dayton, O., Robt. W. Steele, Esq., declined to be a candidate for reëlection as a member of the board of education—a position which he has filled for more than thirty years with great acceptance and usefulness. Mr. Steele's devotion to public education has been unwavering, and he has given to the cause the weight of his high character, liberal culture, and eminent ability. No man in the state has done more, in a quiet way, to hold the people true to the public school system. On the occasion of his retirement, the board unanimously passed very complimentary resolutions in recognition of his valuable services, and the expressions of regret at his leaving the board were universal.

—— The legislature of Indiana made an appropriation of $20,000 to Purdue University for the purchase of literary and scientific appliances. ——The legislature of Wisconsin has appropriated $80,000 to the State University for a "Science Hall", and it has passed a law providing for the organization of high schools throughout the state.——It is stated that most of the counties in Tennessee have made an extra levy for the support of public schools.——The Supreme Court of California has decided against the change of text-books, recently ordered.——The chemical and philosophical apparatus for Vanderbilt University, Tenn., cost $30,000 in Europe.——It is reported that there are fifteen colleges and universities in this country in which colored students are receiving instruction. ——An exchange states that twenty thousand Alaska Indians, living along the coast, are asking for ministers and teachers, and that they offer to build churches and schoolhouses at their own expense.

—— A letter from Scotland states that many new schoolhouses have been built and that many more are needed. Teachers are not so well paid under the boards now as they were some time ago, but it seems both Scotch and English teachers have little cause for complaint compared to their brethren on the other side of the Irish Sea, as appears from a Parliamentary return issued. This return shows that Irish schoolmasters are provided with incomes little more than half those of Scotch schoolmasters, and also that a very small number of Irish schoolmasters are provided with houses rent free, which make matters still worse. It further shows that Irish teachers obtain a full share of parliamentary grants, while, on the other hand, they do not receive any local salaries or aids, such as Scotch and English receive in the form of heavy fees, supplements or salaries from local rates and endowments. Female teachers also are little better off than male teachers as far as incomes and houses are concerned.—— A movement is on foot for the endowment of a professorship of Celtic Languages and Literature in the University of Edinburgh.

—— A CORRESPONDENT of the *Illinois Schoolmaster* states that the grasshopper raid has seriously effected the educational interests of Kansas. Many common schools are suspended, in others salaries are reduced, and terms shortened, and the indications are that there will be a migration of schoolmasters to the four points of the compass. The members of the legislature from the "grasshopper districts" had their way in cutting down expenses. The county superintendency has been virtually abolished. The salary in the most populous counties can not much exceed $400. The State University is to receive but $10,000, and the State Agricultural College but $6,000. The appropriation for the Emporia Normal School is reduced about twenty per cent. A private letter from Kansas confirms this report. The grasshopper invaded Kansas, and "the schoolmaster is abroad."

—— AT a recent meeting of the board of education of Columbus, Mr. R. W. Stevenson was reëlected superintendent and Mr. G. A. Frambes assistant superintendent. The salary of the superintendent for the next school year was fixed at $3,000; assistant superintendent at $2,000 (increase $200); music teacher, $1,600 (increase $100); drawing teacher, $1,500; principal of high school, $2,200 (increase $200); English teacher in high school, $1,200 (increase $100); and teacher of Latin and Greek $900 (increase $100). The salaries of the other teachers will remain the same as they are the present year, the principals of the larger schools receiving $1,000, teachers of no experience $400, teachers of one year's experience in graded schools $500, and teachers of two or more years' experience $600. The janitors are to receive from $400 to $624. Supt. Stevenson was authorized to make arrangements for the representation of the schools at the Centennial Exposition.

——WE recently had a very pleasant call from Hon. John Eaton, National Commissioner of Education. He was returning from the meeting of the American Social Science Association, held in Detroit, May 11–14, and stopped at Columbus to confer with Commissioner Smart and others respecting the Centennial. We are glad to learn that a vigorous effort will be made to secure a creditable representation of our educational interests at Philadelphia. Commissioner Eaton is very desirous that the Centennial be made the occasion for the systematic presentation of the history of educational effort in this country, both public and private. This should be undertaken not only by all the states, but by cities and towns, by colleges, etc. We have been making educational history in a creditable manner; now is the time to write it. It is believed that the proper improvement of the Centennial will give an impulse to education which will be felt during the next century.

—— THE State Teachers' Association of Kentucky meets at Glasgow, July 6th, and on the 8th an excursion will be made to Mammoth Cave. Prof. Shaler, State Geologist, will accompany the party through the Cave, giving information respecting its geological features, minerals, antiquities, etc. Supt. Henderson, of Kentucky, has written the president of the Ohio Teachers' Association a letter cordially inviting the

teachers of Ohio to join the Kentucky Association in this excursion. Free entertainment at Glasgow is promised, and low excursion rates from Cincinnati have been secured. The railroad charges for the round-trip will be $12, and the expenses at the Cave $4.00. We hope that a goodly number of Ohio teachers may be able to improve this opportunity to see one of the greatest natural wonders of the world. The teachers of Kentucky will give them a hearty welcome. Supt. Hancock, of Dayton, has accepted an invitation to deliver an address at Glasgow on the subject of graded schools.

—— SINCE Mr. Philbrick's resignation, Boston has been without a superintendent, and there has been no movement towards the election of one, the understanding being that there shall be no attempt to fill the vacancy until the reorganization of the school board, the necessity of which seems to be universally conceded. A bill for this purpose was submitted to the legislature of Massachusetts on the 5th of May by a committee of the board, and it is expected that it will pass without material modification. It provides for a school board of twenty-four members, elected on a general ticket for three years, with authority to elect a superintendent and a board of supervisors, not exceeding six, to serve for two years—a plan of supervision similar to that of New York City. We are glad to learn that Mr. Philbrick's health is now quite restored, and that he has been employed for some time in the preparation of his report on foreign education. He is also giving much attention to the perfection of arrangements for the educational department of the Centennial Exposition. He has just been appointed agent of the State Board of Education of Massachusetts.

OAKLAND, CAL.—Supt. Campbell writes us that he has been trying a new plan of examinations and promotions for nearly two years, and its success induces him to hope that it may be given a trial in other cities, thus more thoroughly testing its merits than is possible in one place. He states that they hold uniform written examinations weekly in all the grades except the lowest two—the 7th and 8th—and the standing of the pupils is made up from the results. At stated intervals the teachers meet at the superintendent's office, and, after the general business has been disposed of, they adjourn into committees—that is, the teachers of each of the several grades meet by themselves, and decide the order of the examinations and who shall make out the questions for each week, say for four or six weeks. On each Thursday morning copies of the questions are sent to the superintendent's office, addressed to the different teachers of the several grades. They are sent in sealed envelopes by the janitors, to be used on Friday. In making up the standing of pupils for promotion, the average of their standing in these weekly examinations counts one-third, and their standing in the final examinations, for which the superintendent prepares the questions, counts two-thirds. Mr. Campbell adds:

"Among the benefits of the plan, thus briefly outlined, are (1) the care given to the preparing of the questions, for it is known that they

may be the subject of criticism at the next meting of the "committee"; (2) the opportunity it affords for comparing the results obtained in different classes; (3) the help it affords in presenting the same subjects from different points of view and its mutual suggestiveness to the teachers; (4) and, perhaps, chiefly the *necessity* it involves of the teachers of the same grades coming together *frequently* and discussing *with a purpose* their work. I can assure you that whatever lack of interest there may be felt in the general teachers' meetings, there is none in the meetings of the committees.

"I can see that one objection to these uniform weekly examinations in a large city, is the labor it would be for any one teacher to make copies enough for all the classes in any grade. This could, of course, be obviated by two or more uniting in the making out of the questions and the making of copies. Beside, in large cities, the duty would not often devolve upon the same teachers."

Mr. Campbell also informs us that, in accordance with the suggestions in his late report, to which we recently alluded, the six lowest grades have been divided into classes separated by an interval of only five months, instead of a year as formerly. The results are satisfactory beyond even his expectations—"all are satisfied, including *all the parents.*"

OHIO.—School Commissioner Smart has issued the following circular;

TO THE COUNTY BOARD OF SCHOOL EXAMINERS—*Gentlemen:* Permit me to say that I believe the true interests of the public schools demand of you, in your official work, a strict interpretation of the requirements of the law indicating the qualifications requisite to the teacher to teach a common school.

I am fully aware that the theory has been that the *demand* must be supplied, even though the standard of qualification be lowered. I think this theory unsound, and pernicious if put in practice. The qualifications regarded by the law, as requisite to the common school teacher, are limited *within* the actual requirements for really successful teaching; hence the applicant's knowledge of these branches should not be doubtful or restricted.

In my opinion, you should not grant certificates unless the applicants indicate on examination more than mere passable acquaintance with the branches taught in common schools. You should not supply the *demand* for teachers by granting certificates to persons who youare fully convinced, are not qualified to teach. Too many such inefficient teachers are now supplying the *demand* and utterly ruining the schools, and are standing in the way of good teaching. The *demand* is, unfortunately, not what it should be, and so long as examiners of teachers fill the country with certificated inefficients, it never will be what it should be.

Supply the *want* as nearly as you can conscientiously, and the *demand* will soon be what it ought to be, and in due time will be supplied.

I am, very respectfully, yours, etc.,
CHAS. S. SMART,
State Commissioner of Common Schools.

It is too much to expect that the above timely circular to county examiners will be heeded by the boards who most need the sound advice given. We make no unwarranted assertion when we say that the examinations in a few counties in this state are a broad farce, if not worse. This state of things will continue so long as the examiners in these counties are appointed solely for political reasons and for party purposes. It is idle to expect that mere politicians will take much interest in the improvement of the schools, or that they will heed any

appeal that may be made to their conscience or better judgment. We are happy to add that we have but a few such boards in Ohio. The examiners in most of the counties are earnestly laboring to improve the qualifications of teachers. The Commissioner's circular has the right ring, and we believe that it will do much good.

——The new State Board of Examiners met in the office of the State School Commissioner at Columbus, on Saturday, April 24th. An organization was effected as follows: President, John B. Peaslee, of Cincinnati; Secretary, Alston Ellis, of Hamilton; Treasurer, H. B. Furness, of Tiffin. After deliberation, it was decided to hold three meetings of the Board each year, at any one of which applicants for state certificates may be examined. The first meeting will be held at Put-in Bay, July 2d and 3d, immediately after the adjournment of the State Teachers' Association; the second in Columbus, August 20th and 21st, 1875; and the third in Cincinnati, December 30th and 31st, 1875. Applicants for life certificates are required to pass a creditable examination in Theory and Practice of Teaching, Reading, Orthography, Penmanship, Arithmetic, Geography, Grammar, United States History, General History, Zoölogy, Botany, Natural Philosophy, Algebra, Geometry, Constitution of the United States, Physiology, English and American Literature, and Music *or* Drawing. Applicants who desire it, will also be examined in Mineralogy and Gelogy, Logic, Rhetoric, Political Economy, Mental Philosophy, Trigonometry, Surveying, Latin, Greek, Chemistry, and Astronomy. Applicants are required (1) to have five years' experience as teachers; (2) to present certificates of good moral character from well-known and responsible parties; (3) to give satisfactory evidence, in the form of testimonials from boards of education, or those in whose employ they have been, that their experience has been a successful one. The Board has gone back to the original and, as we think, true policy of issuing certificates which do not name the branches in which the holder was examined. The law does not limit the authority to teach, conferred by the state certificate, to the branches specified therein. On the contrary, it provides that such certificates "shall supersede the necessity of any and all other examinations of the persons holding them by county or local boards of examiners." It is, of course, impracticable to include *all* the branches which the holders may have occasion to teach in a lifetime, and it is equally impracticable for them to apply to the State Board every time the adding of another branch becomes necessary. It is clearly the design of the state certificate to give the holder full authority to teach ANY BRANCH *that he may be employed to teach*, and it should be issued to no teacher whose professional standing is not a guaranty that he will not attempt to teach branches which he is not qualified to teach.

CINCINNATI.—The annual report of the public schools for the year ending Aug. 31, 1874, is so late in its appearance that we feel little interest in its statistics. Public education is making too rapid progress to permit a journalist to be satisfied with statistics nearly a year old. The fact that the suggestions of the report may have been adopted or rejected for months also lessens their value. Suffice it to say that the

facts embodied in this report show that the year it covers was one of healthy progress in the schools, and that their condition at its close was in advance of any previous attainment. President Goss trusts that reforms will be instituted "the coming year", and he suggests several. We notice the significant suggestion that religious instruction and the reading of religious books being now prohibited, teachers must be exceedingly careful as to the morals of their pupils. This seems to be an indirect admission that the religious exercises prohibited had a decided moral influence. The first report of Mr. E. W. Coy, who took charge of the Hughes High School in December last, shows that he understands the work he has undertaken. The brief report of the retiring superintendent, Mr. Hancock, is chiefly devoted to a resume of the statistics, including the results of oral and written examinations. The few recommendations and suggestions added are eminently wise and practical. The new course of study for the high schools is heartily approved. He repeats the suggestion of last year that "grade promotions" should take place *twice* a year, instead of once. He thinks that transfers more frequently than twice a year would lead to confusion and do more harm than good. The City Normal School is highly commended. It is not complimentary to Cincinnati that Miss Lathrop is again under the necessity of asking better accommodations for this school.

National Normal School.—The last annual catalogue of this institution gives an enrollment in 1874 (19th year) of 1657 students, Ohio furnishing 1053; Indiana, 317; Illinois, 88; Kentucky, 76; Pennsylvania, 48; West Virginia, 20; Maryland, 10; Iowa, 9; Missouri, 7; Tennessee, 5; Michigan, 5; New Jersey, 4; New Hampshire, 3; Vermont, 2; Massachusetts, New York, California, Virginia, North Carolina, and Texas each 1; and Canada, 2. The number of ladies enrolled was 324. It appears from these figures that this school has a larger annual enrollment, including the enrollment of the summer normal institute ("Short Term"), than any other normal school in America. This remarkable attendance is chiefly due to the fact that the institution promises, by virtue of its peculiar methods of instruction and management, to give a good working education in much less time than any other institution, and at less expense. The great majority of the students attend only one or two terms, but the number who complete one of the several courses, is increasing from year to year. Prof. Holbrook has increasing faith in the principles and methods of his school, and he certainly ought to be satisfied with its great prosperity. By referring to the announcement of the summer short term, it will be seen that an opportunity will be offered for the practical study of the natural sciences, including botany, zoölogy, geology, etc., and also for laboratory practice in natural philosophy and chemistry.

Cleveland Normal School.—This new city normal school was quietly opened in September last, with Mr. Alex. Forbes as principal, at a salary of $2,500, and Miss Julia E. Berger and Miss Kate E. Stephens as assistants, each at a salary of $900. The number of pupils now in the school is 38. The present course of study and training includes academic

instruction in all the subjects taught in the Cleveland schools, with special reference to teaching the same, and special lectures on methods of instruction, school economy, etc. The six departments of the practice school are taught by the normal pupils, under the direction of the two training teachers, Miss Berger and Miss Stephens. This practical training in elementary methods is a prominent feature of the course. The school has made a promising beginning, and only needs time to take rank with the best city training schools in the country.

BOOK NOTICES.

MANUAL OF GEOLOGY; Treating of the Principles of the Science with Special Reference to American Geological History. By JAMES D. DANA. New York and Chicago: Ivison, Blakeman, Taylor & Co.

This is a new edition of Prof. Dana's great book. The first edition was issued in 1863—twelve years ago,—and such has been the progress of geological knowledge during this period, that a new edition was greatly needed. Fortunately Prof. Dana has been able to give his personal attention to the work, and the result is worthy of all praise. The *accuracy* of the work is something marvelous, for much of the published material in the Geological Reports of the States and of the United States, and in more private publications, is more or less erroneous, and Prof. D. by an instinct, almost unerring, has taken the wheat and left the chaff. This general accuracy—the product of conscience, sound judgment, and great industry—is the most remarkable feature in the work, and the most valuable. The work is also very *full* and *complete*, and leaves little to be desired by any student of American geology, unless he would make the study a special and professional one, and, in that case, the book must ever be kept close at hand. The paleontological and other pictorial illustrations are very numerous and very beautiful, and add immensely to the value of the work.

The book is not a dry compilation; it is, in all respects, a fresh and original work, for Prof. D. is a man who has opinions of his own, and, what is still better, is generally able to give very sound reasons for them. Hence his discussions of geological theories are fresh and vigorous, although written with great compactness of style.

The work should have an extensive sale. The library of every intelligent gentleman should contain it. It will be frequently needed as a reference book by himself and family. As a text-book in our scientific schools and colleges, it is incomparably the best we have, and no student of the science can afford to be without it. It is a very great and a very genuine work. E. B. A.

HARVEY'S GRADED-SCHOOL READERS. Complete in Five Books. By T. W. HARVEY, A.M. Cincinnati and New York: Wilson, Hinkle & Co.

It is now nearly ten years since we first received an intimation from the publishers that they intended to issue a new series of readers, and that neither effort nor expense would be spared to make it the best

series published. We have waited long to see the fulfillment of this promise, and at last the new readers are on our table. A somewhat careful examination of the series has satisfied us that the intention of the publishers has been faithfully executed. We can not err in saying that the new series will merit the unequaled and long-continued popularity of McGuffey's Readers—and this is saying enough. The mechanical execution, including form, paper, binding, typography, and illustrations, is admirable. We have compared the illustrations with those in several other series of readers, and we think that they are not equaled in appropriateness or beauty. They are the work of over twenty of the best artists in the country, and were designed for the very lessons which they illustrate.

The lessons have been prepared and selected with very great care and with special reference to their value as a means of teaching reading. At the same time, the aim has been to select pieces which impart useful information and inculcate a pure morality. They are also well graded. We are confident that there are very few lessons in the entire series that will not be found well adapted to the grade of pupils for which they are designed. It was our first impression that a very few of the pieces in the two higher readers are not above the comprehension and appreciation of pupils using the readers next below each in grade. If this be true, it may not be a fault. In nearly all series of readers, the higher books are much superior to the lower, but, if there is any difference in the comparative merits of the books in this series, the palm of excellence belongs to the lower. The use of diacritical marks to indicate the sounds of letters, is an excellent feature, and we like the plan of using them only in the tables of *new* words. But we forbear to make other specifications.

The author gives credit to Messrs. Andrew Freese, John Hancock, N. K. Royse, and R. W. Stevenson for advice and assistance in the preparation of the series. We readily detect the work of Messrs. Freese and Stevenson in the two lower books, and the literary taste of Mr. Hancock in the two higher. We also see in the several books the uncredited hand of the reviser of McGuffey's Readers, but the absence of credit is not, we venture to say, the author's fault. It is unnecessary to add that Mr. Harvey's fine literary taste and practical judgment are seen throughout the series.

HALF-HOUR RECREATIONS IN NATURAL HISTORY. Division First. Half-Hours with Insects. Twelve Parts. By A. S. PACKARD, Jr. Boston: Estes & Lauriat.

We have received five parts of this very interesting series. The first two treat of the "Insects of the Garden"; the third of the "Relations of Insects to Man"; the fourth of the "Insects of the Plant House"; and the seventh of the "Insects of the Field." Each part contains thirty-two pages and is finely illustrated. The reputation of Prof. Packard as an entomologist makes it quite unnecessary to commend the work to those who have given attention to this branch of natural history. The price is 25 cents a part or $2.50 a year.

NEW BOOKS RECEIVED.

PROBLEMS OF LIFE AND MIND. By George Henry Lewes. First Series. The Foundations of a Creed. Vol. II. Boston: James R. Osgood & Co.

CHRISTIAN ETHICS. A Text-Book for Schools and Colleges. By D. S. Gregory, D.D. Philadelphia: Eldredge & Brother. Retail Price, $1.50.

A CHILD'S ILLUSTRATED FIRST BOOK IN FRENCH. By Prof. Jean Gustave Keetels. New York: Clark & Maynard.

AN OUTLINE HISTORY OF THE UNITED STATES. Illustrated. For Public and Other Schools. By Benson J. Lossing, LL.D. New York: Sheldon & Co. Price, $1.25.

INTRODUCTORY GERMAN READER. By Dr. Emil Otto, with Notes and Vocabulary by Edward S. Joynes, M.A. New York: Henry Holt & Co.

THE GEOLOGICAL STORY. Briefly Told. An Introduction to Geology for the General Reader and for Beginners in the Science. By James D. Dana, LL.D. New York and Chicago: Ivison, Blakeman, Taylor & Co.

HARVEY'S GRADED SCHOOL READERS AND PRIMARY SPELLER. By Thos. W. Harvey, A.M.. Cincinnati and New York: Wilson, Hinkle & Co.

MAP DRAWING MADE EASY. Adapted to any Geography or Atlas. By James Monteith. New York and Chicago: A. S. Barnes & Co.

PICTURES OF LIFE IN CAMP AND FIELD. By Benj. F. Taylor. Chicago: S. C. Griggs & Co. Price, $1.50.

SEX IN INDUSTRY: A Plea for the Working Girl. By Azel Ames, Jr., M.D. Boston: James R. Osgood & Co.

WHAT YOUNG PEOPLE SHOULD KNOW. By Burt G. Wilder. Boston: Estes & Lauriat.

SCIENCE PRIMERS. VII. Astronomy. By J. Norman Lockyer, F.R.S. With Illustrations. New York: D. Appleton & Co. Geo. H. Twiss, Agent, Columbus, O.

BOYS AND GIRLS IN BIOLOGY; or, Simple Studies of the Lower Forms of Life. By Sarah Hackett Stevenson. New York: D. Appleton & Co. Geo. H. Twiss, Agent, Columbus, O.

SCHOOL REPORTS AND PAMPHLETS.

Fifth Annual Report of the Board of Education of Rhode Island. 1875. Thomas B. Stockwell, Commissioner.

Forty-fifth Annual Report of the Common Schools of Cincinnati, O. J. B. Peaslee, Supt.

Statistics of the Public Schools of the City of Boston.

Annual Report of the School Committee of Boston. 1874.

An Act incorporating the Board of Education of the City of Yankton, Dakota. 1875.

Circulars of Information of the Bureau of Education. Nos. I and II. 1875. John Eaton, Jr., Commissioner.

CATALOGUES.

Kenyon College, Gambier, O. 1874–5. Eli T. Tappan, LL.D., President.

Farmers' College, College Hill, O. 1873–74. J. S. Lowe, President.

National School of Elocution and Oratory, Philadelphia, Pa. 1874–5. J. W. Shoemaker, A.M., Principal.

Lake Forest, Academy, Lake Forest, Ill. 1874–5. A. R. Sabin, Princ'l.

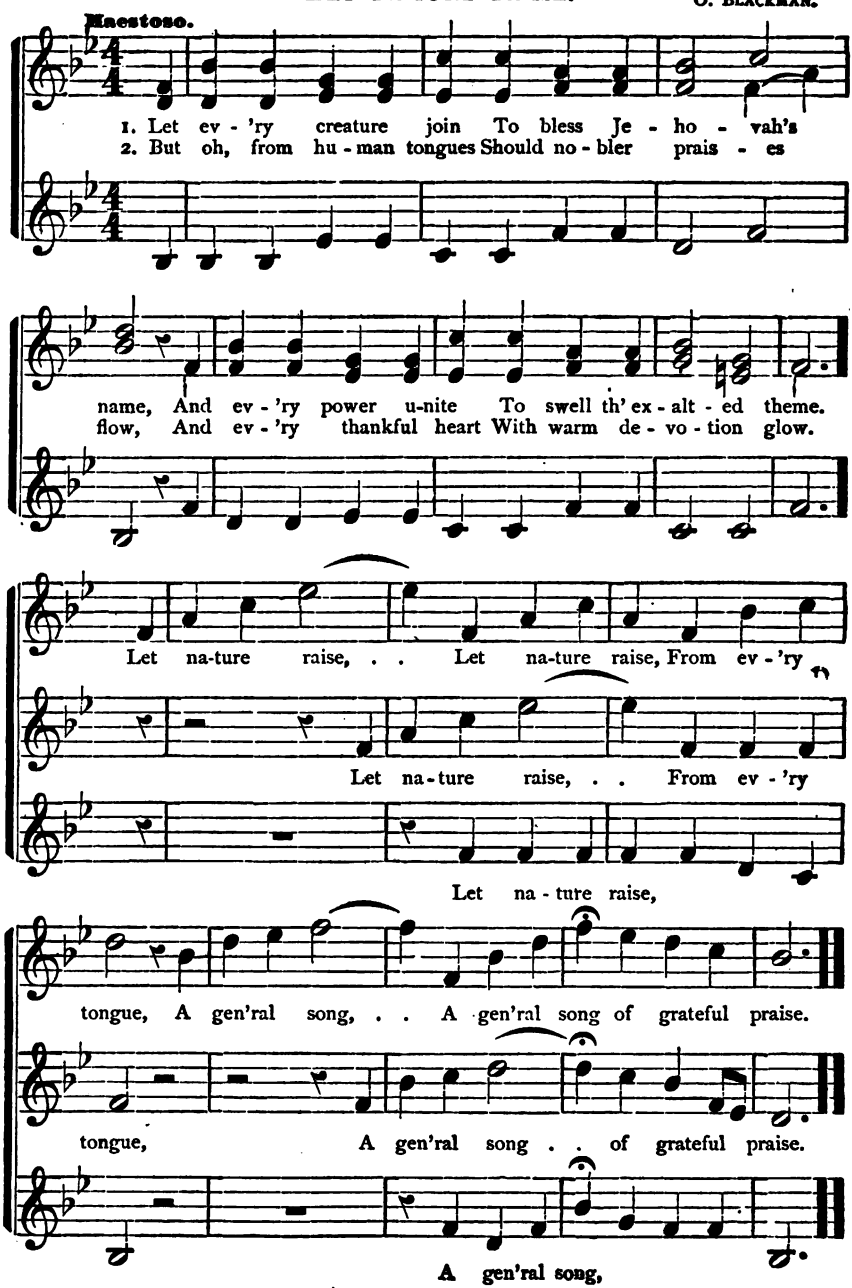
Valley Normal Institute, Bridgewater, Va. 1874–5. Rev. J. S. Loose, A.M., Supt.

University of Wooster, Wooster, O. 1874–5. Rev. A. A. E. Taylor, President.

Poland Union Seminary, Poland, O. 1874–75. H. J. Clark, Principal.

Boston University School of Law, Boston, Mass. 1874–5. Wm. F. Warren, LL.D., President.

Let Nature Raise.

O. Blackman.

Maestoso.
1. Let ev - 'ry creature join To bless Je - ho - vah's
2. But oh, from hu - man tongues Should no - bler prais - es
name, And ev - 'ry power u-nite To swell th' ex - alt - ed theme.
flow, And ev - 'ry thankful heart With warm de - vo - tion glow.
Let na-ture raise, . . Let na-ture raise, From ev - 'ry
Let na-ture raise, . . From ev - 'ry
Let na - ture raise,
tongue, A gen'ral song, . . A gen'ral song of grateful praise.
tongue, A gen'ral song . . of grateful praise.
A gen'ral song,

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THE

NATIONAL TEACHER:

A MONTHLY EDUCATIONAL JOURNAL.

Vol. V. JULY, 1875. No. 7.

CURIOSITY AS A MOTIVE POWER IN EDUCATION.*

"We have", says Lord Kames, "daily and constant experience for our authority, that no man ever proceeds to action but by means of some antecedent desire or impulse. So well established is this observation, and so deeply rooted in the mind, that we can scarcely imagine a different system of action. Even a child will say familiarly, 'What should make me do this or that, when I have no desire to do it?'" The desires are, therefore, the motive powers, the mainsprings of action to the mind. They put the powers of the soul in motion, and without them the world of mind would be one universal scene of stagnation. It is true we have intellect, but intellect is, at best, but the compass that guides and directs; the desires are the *winds* that waft.

Not only is it true that the desires are the mainsprings of action, but it is also true, that, in mental, moral, and physical action, the quality of the action is determined by the desire that prompts it. An action is delightful or irksome, enduring or fitful, noble or ignoble, according to the character of the desire which was its antecedent. While the same action may follow many different desires as motives, I believe it is also true that that action will prove to be of the highest quality when it follows the desire which is its natural and direct antecedent. A virtuous action is truly virtuous only when it has

* A paper read before the N. E. Ohio Teachers' Association by Mr. John Bolton, of the Cleveland Central High School.

been prompted by a love of virtue. An act of patriotism is of highest value, when it proceeds from a genuine love of country. Is it not also true that the act of learning is of highest value when it springs directly from a love of knowledge? It is of this love of knowledge that I wish to speak under the name of curiosity.

Unfortunately, curiosity has been used in a bad sense, as that feeling which prompts us to pry into the affairs of others about which we should not wish to know; and as an idle inquisitive temper which renders us burdensome to others. It is from such meanings attached to the word that many persons are apt to shrink from the suggestion of stimulating curiosity, and to feel that children should rather be taught early to suppress so inquisitive a disposition. In another sense, it may refer to those feelings or emotions caused by that which is new to perception, without any reference to the desire to know that which is unknown. In this sense, it is akin to the feelings expressed by wonder, astonishment, awe, and the like, which are generally unattended by desire of any kind. It has, however, in another and higher sense been recommended to the teacher by one who is entitled to speak with authority, as the "most effectual of all means for securing the improvement of the mind." "To acquire knowledge or to discover truth", says Dugald Stewart, "is the proper object of curiosity;—a principle of action which is coeval with the first operations of the intellect, and which, in most minds, continues through life to have a powerful influence, in one way or another, on the character and conduct."

It is in this last sense of having truth for its object that I wish to use it. It is peculiarly active in childhood, and is the power, which, under the guidance of nature has done so much for the child during the first few years of its life. It manifests itself in the thousand questions which children ask of those around them; in the delight with which they look at what is new to them; and in the eagerness with which they lay hold of and scrutinize whatever they do not understand. No one can witness the restless activity of children in this respect, and not be convinced that they have planted in them this instinct for knowledge for wise purposes, which, if kept alive and directed to proper objects, may become in the hands of the teacher a power of the highest importance in fitting them for the active duties of life. It has been the theme of writers on

education, who have recognized its importance, and urged its study by teachers of every grade. Mr. J. M. Wilson, of Rugby, says: "There are mental instincts as well as there are bodily instincts. * * * But the mental instincts are almost ignored in the art of education. One of these instincts is curiosity. It is a mental phenomenon which the skillful master studies and a power which he turns to account in the education of the boy. It is the one principle which makes self-education possible." Mr. J. D. Philbrick, of Boston, in speaking of the importance of object teaching in exciting curiosity, says: "Perhaps, it would not be extravagant to say, that any method is good or bad just in proportion as it tends to stimulate or repress this principle of action." He further says: "In all the instructions imparted, and in all the studies pursued in our schools, it should be the constant aim of the teacher to awaken, stimulate, and strengthen this curiosity, and to turn it to useful pursuits." Says Archbishop Whately: "Curiosity is as much the mother of attention, as attention is of memory; therefore the first business of the teacher—first not only in point of time, but of importance—should be to excite, not merely a general curiosity upon the subject of study, but a particular curiosity on particular points of that subject. To teach one who has no curiosity to learn, is to sow a field without plowing it." Locke recognizes it as an appetite after knowledge, and as a great instrument nature has provided to remove that ignorance children were born with, and lays down rules for its encouragement. Mr. Stewart, whom I have already quoted, says of its importance: "It is the principle which puts the intellectual faculties in motion, and gives that exercise which is necessary to their development and improvement. I wish to impress on all those who have any connection with the education of youth, the great importance of stimulating curiosity, and of directing it to proper objects as the most effectual of all means for securing the improvement of the mind."

According to the views thus set forth, the development of the mind is not to be brought about by the exercise of some external force drawing out in some indefinable way the dormant powers of the mind; but this work is mainly accomplished by this actuating principle which, with the fostering care of the true teacher, will push those faculties into a state of healthful activity in due order and proportion. The object of education is to render the child a willing and efficient co-worker in his

own improvement,—a zealous and successful seeker after truth. Every step in the work of education should be taken, not so much for the step itself, as for the power developed tending to enable the pupil to take the next step for himself. And, again, it is not so much for the knowledge gained by any act of observation, for example, nor, indeed, for the power acquired to observe, as it is for the desire awakened in the mind of the pupil to observe again; since, without this desire, the knowledge gained will soon be forgotten, and the acquired power soon dissipated. Care should in all cases be had, before knowledge is communicated, that a desire for that knowledge be awakened in the pupil, and that it should be imparted in such manner, in such quantity, and at such time, as to leave the desire stronger than it was before, requiring less effort on the part of the teacher to arouse it the second time.

The efficiency of the teacher's work does not depend so much upon what has been done for the pupil, as it does upon what he can and will do for himself when left entirely free from the prompting influences of the school. If books and apparatus are necessary to the highest success of the school, how much more necessary is it that the pupil have a desire, a purpose to learn? If it is necessary to impart knowledge to him, how much more necessary is it that he should consent to receive it!

The full recognition of the importance of curiosity in the teacher's work would lead to the consideration of the importance of a pupil's affection for knowledge—a consideration too frequently left out of the question altogether. It is one thing to study the rose scientifically, and another to be moved by it as an object of beauty; one thing to know the rose, and another to love it. It is one thing to be able to give all its plant characteristics, and another more important to be made happy by its presence. I imagine that many a scientific botanist is no better than simple Peter Bell, of whom it was said:

> "A yellow primrose by the river's brim,
> A yellow primrose it was to him,
> And it was nothing more."

But in a system of education which makes it a prime object to awaken and sustain curiosity, this affection for natural objects is the very starting point seized upon to raise the emotion which is the essential part of desire; and the objects and subjects for mental activity are so presented as to excite the feel-

ing of wonder or surprise which leads to the desire to know what was before unknown.

The feeling expressed in the child's address to the star,

> "Twinkle, twinkle, little star,
> How I wonder what you are",

should be roused and kept alive long before the question is answered scientifically, which would not be long, I imagine, in these days of science made easy; and yet a living, growing wonder in the child's mind would be better than a wonder satisfied with what must, in most cases, be to him a superficial answer. Mr. Dugald Stewart very justly disapproves a common practice, "that of communicating to children general and superficial views of science and history by means of popular introductions." "In this way", he says, "we rob their future studies of all that interest which can render study agreeable, and reduce the mind in the pursuit of science to the same state of listlessness and languor as when we toil through the pages of a tedious novel, after being made acquainted with the final catastrophe."* It should be more the teacher's work to create an appetite for knowledge than to satiate it.

It would seem to me that in our judgment of the pupil's progress, we ought to rely less upon that most fallacious of all tests, the results of examinations as expressed in percentage tables, and more upon the pupil's growing interest in studies, and upon his increasing power and willingness to help himself

* In the discussion which followed the reading of this paper, this passage was strongly objected to as being opposed to the introduction of science in schools, but I fear I was in fault in the brevity and imperfection of my treatment of the subject. Knowledge serves a twofold purpose: for information and for discipline. When knowledge is used for discipline, we are to withhold much as a prize to be earned by the pupil's exertion. A celebrated philosopher once said: "Did the Almighty, holding in his right hand *Truth*, and in his left *Search after Truth*, deign to tender me the one I might prefer, in all humility but without hesitation, I should request *Search after Truth*." This feeling does not belong alone to the philosopher. It is an instinct quite as general and as powerful in the human mind as curiosity itself, and should be so recognized in our systems of education. It will be observed that the point of Mr. Stewart's objection is in depriving the pupil of the pleasure of earning the prize by giving it to him at once without exertions on his part. He would not rob him of the pleasures of the chase by putting him in possession of the game without the chase. It is not the novel he would withhold, but he would not give the final catastrophe before the reader had followed the train of events in the plot which led to that catastrophe. Neither would he deprive the pupil of scientific knowledge, but he would not give him the net products of investigation without having him, in part at least, go through the investigation leading to those results.

in his work as he advances from grade to grade. If in the higher grades there is a manifest decrease of interest, so that there is greater need of coercive influences to secure the accomplishment of work; if we find, as a general rule, that our scholars, if left to themselves, would gladly throw their books aside, and give their studies to the winds; if the graduates of our schools show by their disposition toward learning that they thank their stars that their education is at last finished,—I say, if we find, as a rule, that all this is true, then there must be something wrong, either in the school work which can produce no better results, or in the doctrine of the existence of curiosity as I have defined it, and of its susceptibility of improvement; but let us not as educators throw aside the doctrine because it may be the easier of the two to get rid of.

In conclusion, if we could, in the language of Bishop Potter, "Infuse into the mind a principle of enduring activity and curiosity, such that it shall ever be awake in quest of light, never counting itself to have apprehended, but pressing forward toward higher truths, and larger knowledge", then we should confidently expect the following results:

1. Scholars would remain in school for a greater length of time.

2. A more extended course of study could be more easily accomplished with less worry, at least, and with less injury to the health of pupils.

3. In whatever sphere of life pupils might afterward move, the work of self-education would go on, as leisure and opportunity might afford.

4. The mind being preoccupied by an abiding interest in the pursuit of knowledge, the ranker growth of habits of vice and immorality, of greed of gain and lust of power, would be excluded, thus securing moral results such as we could not otherwise expect.

NOTES FROM NEW ENGLAND.

1. THEN AND NOW. We are all agog, here in Eastern Massachusetts, over the centennial anniversaries that are now so rapidly succeeding each other; and, as might be expected, there are two classes of patriots powerfully influenced by these occasions, whose emotions have very little in common.

One class find abundant fuel to enkindle their tinder-box enthusiasm in the superficial and promptly operative associations that cluster about these centennials—the astounding contrasts of the America of 1875 with the America of 1775—the striking facts of a hundred years of national life—the stirring comparison of scenes of tentative struggle with scenes of magnificent fruition; and the thunder of cannon, the waving of the stars and stripes, the pomp and circumstance of military display, and the gaseous outpouring of spread-eagle oratory, of the Fourth-of-July pattern of fifty years ago, are the appropriate exponents of their fervid emotions.

The other class take the significant facts of THEN and NOW down into the deep places of reflection; and with the stern fidelity of a patriotism that is worth a thousand fold more than that which is so exuberant and demonstrative, ask themselves, What is the actual outcome of our hundred years of national life?

One of the most loudly shouted triumph cries of the former class is in glorification of the existence and benefits of FREE PUBLIC SCHOOLS. What do the latter about the schools? They quietly say to themselves, We know what the sentiment of Massachusetts respecting the worth of education was a hundred years ago; we know that the pride which had sustained free schools, even then, for more than a century, and made of the people of the old Bay State one of the most enlightened communities the sun had ever shone upon, was still so enthroned in their hearts that it amply sufficed for a compulsory law, securing the education of almost every child within its borders. How is it now? And they find, to their intense mortification and shame, that Old Massachusetts, the venerated mother of free schools, *has more than sixty thousand children who are growing up in ignorance!*

This is not the report of prejudice nor of guess work. The statistics are terribly authentic and trustworthy. The mills for the manufacture of textile fabrics, and the various factories in the large cities in which children can be profitably employed, are the instruments of this fearful wrong. The state is responsible for it—the state has been criminally derelict in the premises. She is proving a sordid and cruel mother to her suffering children. She does not protect them. There are plenty of laws in the statute book devised for this purpose,—plenty of them. But through the influence of the manufacturers, some

change, greater or less, was wrought in every one of them before its enactment, that let out its life blood, and rendered it inoperative. So there they stand among the statutes, like Macbeth's juggling fiends, "that keep the word of promise to our ear and break it to our hope." Whatever is done for the protection or education of factory children among us, is effected through the goodwill of their employers, for there is in reality nothing to compel them to be humane and just. And lo! the legitimate consequence—60,000 poor, intellectual starvelings, many of them under ten years of age, yet forced to work from ten to twelve hours a day, "year in and year out"; growing old before their years, with no taste of life's sweet, elastic spring time—no preparation of mind for the responsibilities of maturity! It is a sorry picture to thrust in among the enchantments of this centennial season.

It would relieve the gloom of the picture if the evil were only occasional, and were in process of extinction. *But it is increasing in faster ratio than the increase of population!* And what of its future? Let us all rejoice in the sterling advantages, glories, and prospects of our country. Let us triumph in the demonstration that a land consecrated to freedom, has in so many points been faithful to her sacred mission. Yet what true friend of education in Massachusetts can feel much exuberance of enthusiasm in this centennial season, as he asks himself, What is the worth of the liberty which includes the liberty to remain in dangerous ignorance? What is the actual prestige of a community that is consciously accumulating within its borders a mass of ignorant sovereignty, to be a perpetual menace against society and the state?

2. Old Sam Adams. It is a significant fact, as an illustration of the perversions that creep into and finally become incorporated with history, that in narrating the incidents of the Lexington Centennial Celebration, many newspapers, among them some of repute and consequence, spoke of the expected arrival—to grace the occasion—of the statues of John Hancock and John Adams, putting John in the place of Sam. Thus in the minds of thousands, John Adams stands greatly forth, identified with our Revolutionary History as one of the foremost of the sagacious and incorruptible heroes who piloted their country through the stormy seas of struggle into the haven of independent national life; while Sam Adams was

a respectable Massachusetts patriot, prominent enough to get his name into very good company in our Revolutionary annals, but nothing more. More than half the school histories have comparatively very little to say about him, and convey no vivid impression of his greatness. Yet he was one of the chief motive forces of the Revolution. No man surpassed him, few equaled him, in intellectual resources, in wise statesmanship, in indomitable courage, in the sagacious management of affairs. His cotemporaries, Jefferson, Lee, Franklin, John Adams, and others, bore testimony to his surpassing greatness; and it might almost be said that, had he faltered and fallen back in several alarming crises, the struggle for Independence would have been a failure. He it was whom the British Government termed the "Arch Manager" and "Arch Incendiary", whose name it expressly excepted in every offer of amnesty, and whom, had it laid hands on him, it would have hurried to a gibbet.

His merited fame has been obscured, because he was an uncompromising Democrat in the days immediately subsequent to the Revolution, when the words "Democrat" and "Federalist" were expressive of the most embittered antagonism. The leading men of his state (Massachusetts) were, on the contrary, almost all Federalists; and the politics of Sam Adams became a deadly offense. The result was that his vast services were slanderously undervalued, his worth and abilities were decried, and he was cold-shouldered into comparative obscurity. Bancroft has done him justice; and one of the most admirable passages in Geo. W. Curtis's late oration in Concord is that in which he sets forth in appreciative terms, the merits of the noble old patriot. Let the school histories do him justice.

3. Boston, Then and Now. These centennials bring a great many striking representative facts to the surface, and press them upon attention. For instance, what a theologically homogeneous, Romanism-hating headquarters of unadulterated Puritanism Boston was for more than a century. Yet one early incentive to its enlargement by the absorption of neighboring cities was the fear that the Catholic vote would ere long outnumber the Protestant vote; and at the late investiture of Archbishop Williams with the pallium in the Cathedral, the city authorities of Boston, the professors of Harvard University, and many Protestant ministers sat conspicuously, by in-

vitation, in the centre aisle! A wonder that no bones were heard rattling at the time, in the graves on old Copp's Hill!

New Bedford, Mass. H. F. H.

METHODS OF TEACHING BEGINNERS TO READ.

Chapter VII. Romanic or Sheldon Method.

The idea of the *Romanic* method is to retain the ordinary type and the usual spelling, yet by judicious selection of words with reference to their sounds to make the first lessons simple and according to rule, and to postpone exceptions and irregularities until the pupil *has learned to read* sufficiently to give him the momentum necessary to carry him over the exceptions and difficulties. The idea is a good one. It is essential to correct instruction in any branch, and it has been applied in the teaching of every subject except the alphabet. A kind of an attempt in this direction has been made in the ordinary primer. But it lacks all scientific character, because the selection and arrangement have been with reference to *letters* and without reference to sounds.

The English Method.

The best exemplification of the *Romanic* method will be found in a series of works, four in number, published by Macmillan & Co., London, titled "The English Method of Teaching to Read." They are prepared by Messrs. A. Sonnenschein and J. M. D. Meiklejohn. The series consists, first, of "The Nursery Book", containing all the two-letter words in the language. This is a perfect marvel of simplicity and system, and yet it is really no part of the system upon which the three succeeding works are formed. It was written to enable the child to put his knowledge to immediate use. It contains thirteen exercises of one hundred and sixty-six sentences, made up of the thirty-five two-letter words of the language. The last exercise is of eighteen sentences.

The three remaining books contain the system of the method which comprises four "Courses." The first or "'At' Course" consists entirely of short A, E, I, O, U, with the addition to them of one letter in each practice, and of one additional let-

ter in each lesson. The child is intended to learn one letter in each lesson—not its name, but its function or use. It is recommended that the child should write or print on his slate the practice, the lesson, and as many of the sentences as there is time for. The authors urge, "Our own experience of the children trained on this system is that they have always been thoroughly good spellers, *and have never required any special or separate lessons in spelling.*" Why? it may be asked. We call special attention to the following reason assigned, since it is the reason why a *strictly* phonetic method makes the *best* spellers: "This has probably arisen from the fact that, having had always the perfectly regular elements presented to them first, *the irregularities were more vividly perceived and remembered.*"

As evidence of the scientific character of the work done in this and the other courses, I call attention to the statement of the authors that, in this course, "By the arithmetical processes of permutations and combinations, every actual and possible syllable in the English language has been brought before us and accepted or rejected as was considered right in each individual case."

This primer consists of 100 beautifully printed pages, containing no pictures, but plenty of simple reading and spelling lessons, accompanied with careful directions to the teacher.

The third book contains the "Second or 'Ant' Course", which is the first course over again with the addition of another consonant. From beginning to end it exhibits a masterly skill in the arrangement and introduction of such oddities and necessities of the language as are suitable to the advancement of the pupils. At the close of the course, the long sounds of the vowels are introduced, preparatory to the next step.

The fourth book contains the Third and Fourth Courses. The Third is called the "Ate" Course, and deals with the long vowels, in addition to what has been already presented. Script is first introduced in this course. The Fourth Course completes the method, which for systematic thoroughness and practical usefulness surpasses anything else of the kind that I have seen. The price of these books is 60 cents. They can be obtained from Robt. Clarke & Co., Cincinnati. I most earnestly recommend them to every teacher in the land, as a source of suggestion and instruction too valuable to be neglected.

The Sheldon Method.

The only exemplification of the Romanic method in this country is given in the Sheldon Readers, published by Scribner, Armstrong & Co., New York. The principles of the English method are here applied. These books are beautiful, printed with clear type, and containing an abundance of handsome illustrations. I can not too cheerfully recommend them to teachers. It would appear that Mr. Sheldon is much indebted to the authors of the English method, yet I can not but feel that he has failed to equal them in system, and in quantity and variety of work done. But having made the first and only attempt in this country to embody in a series of readers a method of teaching by the ordinary type and by sounds, he is certainly entitled to whatever satisfaction there may be in having the method go by his name. With a man whose name is already and rightfully a household word in the educational world, these considerations are worth nothing, yet, for the benefit of the members of our profession who must discuss these matters, I hope that this method may be distinctly characterized by the name, Sheldon.

Let us look for a moment at the special power of this method in its relation to the difficulties enumerated in the last chapter. Using the ordinary type and the ordinary spelling, it encounters all of the last seven difficulties. Yet by *selection* of suitable words, it diminishes their force considerably. But when we remember the difficulty of telling the simplest story without involving ourselves in many of the awkwardest phonic exceptions of the language, we can easily see that the region within which selection is possible, is very limited indeed. This is a strong objection to this method. Pupils must complete several readers and be several years in school before even the elements of the language are in their possession. Whereas, I think it is possible to put in the possession of the child every phonic element of the language during one term's instruction, so that if he should fail to attend school longer, he would be able and disposed to teach himself to read.

Another objection to these readers is their lack of instruction to teachers. Since there is nothing to indicate the correct sound of certain letters in certain words, the teacher will labor at a great disadvantage, and inevitably teach incorrect pronunciation. It will be said, he should use the dictionary. True,

but how is he to know when he should use the dictionary? I have noticed that persons are frequently the surest of their pronunciation when they pronounce incorrectly. These objections, it will be noticed, are all incident to the use of the ordinary type without the aid of any phonic marks.

N. N. School, Lebanon, O. R. H. HOLBROOK.

WISE AND UNWISE ECONOMY IN SCHOOLS.

TOO MANY PUPILS FOR EACH TEACHER.

Another mode of economizing which we see practised is to decrease the proportionate number of teachers; that is, to assign more pupils to each teacher. There is, of course, no pretense that this process can work anything but injury to the schools. The public schools are at the best very scantily provided with teachers; it is no uncommon thing to see forty, fifty, or even sixty children under the care of a single teacher. Few people realize the plain fact that there can be no good teaching of children without quick sympathy and perception in the teacher, and a strong personal influence going out from him. For the play of these forces close personal contact with the children is essential. These large rooms, raised platforms, and constant transfers of the pupils from one teacher to another give little opportunity for the intimate relations which should exist between the children and their teacher. The greater the number of the pupils allotted to a single teacher, the less chance has the teacher to know and help each pupil, the less chance has he to recognize and foster peculiar talents in individuals. It is a common mistake to suppose that it is the teacher's duty to treat all his pupils alike, to give as much time and thought to one as to another, or, if any distinction is made, to take most pains with the dullest. Now, on the contrary, the true duty of a teacher, both to the community and to pupils, is to favor and help to the utmost the bright children. While he ought not to neglect the duller children, he should take the most pains with the finest of his material. The teachers of elementary schools have it in their power to pick out and help forward all the children who are of fine intellectual quality. This is a function of great importance, and the teachers should have

full opportunity to make this selection, for whenever they fail to detect a child of this quality, and to put him on the way to a thorough education, the community suffers a grievous loss. Twenty-five pupils are as many as any teacher, who is not an angel or a genius, can teach well. There are exceptional men and women whose sweetness, tact, and skill can overcome the most appalling obstacles to good teaching, but the public school must, of course, content itself with average teachers. To reduce the proportion of teachers to pupils is then a most injurious measure, which nothing but downright poverty can excuse.

SUPERINTENDENCE INSTEAD OF TEACHING.

Another very common measure of economy, to which some of our richest towns and cities have not been ashamed to resort, is to substitute for competent and experienced teachers inexperienced ones. When this is done openly and without disguise, everybody knows just what to think of it; we need not waste time in condemning it; but unfortunately there are roundabout ways of accomplishing this result, and when a town or city sets upon one of these indirect ways, none but the initiated know whither the way leads. One of these roundabout ways is the substitution of superintendence for teaching. A school committee hires a superintendent, and then thinks it can safely employ an inferior class of teachers, just as an inferior class of laborers may safely be employed for digging or sweeping if a smart overseer is hired to watch them. There is a conspicuous illustration of this very method of substituting inexperienced for experienced teachers in the city of Boston. There used to be at the head of each of the grammar schools an accomplished and experienced teacher, whose personal force was profitably exerted in direct teaching. These gentlemen have been made district superintendents, and their places in the schools have been filled by much less competent persons, employed at comparatively low salaries. There may have been need of more superintendence, but this improvement in the amount of oversight has been gained at the expense of a heavy loss of teaching force. Now a gain in superintendence which is procured at the expense of a loss of direct teaching power is too dearly bought. The reason of this is contained in a self-evident proposition which all people admit on its bare statement, and yet too often lose sight of. A good school is not a grand building, or a set of nice furniture, or a series of text-

books selected by the committee, or a programme of studies made up by the superintendent; and all these things put together, though each were the best of its kind, would not make a good school; for a good school is a man or a woman. The very best thing a superintendent can do for his town or city is to select men and women who have the natural gifts, the training, and the experience which fit them to keep good schools, and by hook or crook—for too often he has no direct power—to get them into his schoolhouses, while, at the same time, he gets out the incompetent and inapt. A superintendent who is worth his salt will be sure to want not smaller but larger salaries for his teachers, not worse but better teachers for his schools. There is no reason to doubt the advantages of discreet and competent superintendence; but it is no substitute for real teaching, and the establishment of superintendence should never be the occasion of impairing the teaching force either in quantity or in quality.

TOO MANY FEMALE TEACHERS.

A second roundabout way of insuring the ever-recurring substitution of inexperienced for experienced teachers is to employ an undue proportion of female teachers. It is true that sentimental reasons are often given for the almost exclusive employment of women in the common schools; but the effective reason is economy. Sentiment is charming in its season, and true economy is always wholesome; but sentiment and economy make a very suspicious mixture. If women had not been cheaper than men, they would not have replaced nine-tenths of the men in the American public schools. Let it be granted at once that an experienced woman who has the requisite gifts and training is likely to be as good a teacher as an experienced man of like gifts and training. The superiority of men to women, or of women to men, has nothing to do with the matter now in hand. That frequent changes of teachers should result from having nine-tenths of the teachers women, is a necessary consequence of two stubborn facts: first, that women have not the physical endurance of men, and, secondly, that the great majority of female teachers stop teaching at marriage, an event which does not stop a man's teaching. The employment of women in the schools in the enormous proportion in which they are now employed in many towns and cities is an unwise economy, because it inevitably tends, first,

to make the body of teachers a changing, fluctuating body, fast thinned and fast recruited: and, secondly, to make teaching, not a life-work, as it ought to be, but a temporary resort on the way to another mode of life. The first point requires, perhaps, some elucidation. When we try to make young women in large numbers take the places of men in any service, either public or private, we introduce into that service a new element of change and instability, which is the result, not of injudicious provisions about tenure of office, compensation, or duties, which may affect men and women alike, but of the working of irresistible natural laws which operate only upon women. In order to maintain good schools a town needs a tolerably permanent body of teachers, who have been bred to the business, have grown up with the schools, and have made a life-work of teaching. There is no business in which experience is more valuable than in teaching and none in which local knowledge and local attachments are more effective and desirable. It is a very silly notion that everybody can teach an elementary school. Skill, experience, and personal force and attractiveness tell for as much proportionally in a primary or grammar school as in a university. Frequent changes in the corps of teachers are injurious to a town's schools in every possible point of view. The public schools in New England suffer in this respect very much more than the private schools and the endowed academies, and here is to be found a principal reason for the growing superiority of these private institutions, and the rapidly increasing favor in which they are held. It is too true that the term of service of many of the men who teach school is deplorably short, and some of the remediable causes of this bad state of things will be considered later; but this fact does not lessen the force of the arguments that women are inevitably drawn away from teaching by marriage and family life,—good things, which only make men steadier and more earnest in their professional work,—and that being weaker than men, they are more apt to be worn out by the fatiguing work of teaching. * * * * No improvement in the implements of education can make up for less skill in the teachers. To have less skillful teachers, means poorer schools and generations less well trained.

It is quite unnecessary to this argument to undervalue the work of women in schools. Their legitimate work in teaching is immense. All children under ten years of age may be ad-

vantageously taught by well-educated women of tact and vigor, and the immediate charge of the education of all girls should be in women's hands, with some help from men toward the close of girlhood. This protest is directed against the excessive employment of women, into which towns have been led from motives of false economy.

TEACHERS' SALARIES AND PERMANENT SITUATIONS.

There are several considerations which lead men and women into certain employments, besides the money they expect to earn in them. The chief of these are security, quiet, a prospect of promotion for merit, independence, and public consideration. The security or permanence of a livelihood is a very great attraction to many persons, who constitutionally prefer a moderate living with security, to any chance of great gains without security. A quiet life, safe from the risks of business and the strains and worries of professional contests, from the burdens of weighty responsibilities and all the excitements and alarms of the market, the forum, and the senate, is the dearest desire of many excellent persons who are capable of rendering the best of service in congenial stations. The prospect of promotion for merit, though it be slow, is a very attractive thing to many men and women of an admirable type. A position in life which is reasonably independent within well-defined bounds, in which one is not subject to the caprice either of an individual or of a multitude, has great charms for Americans of the best sort. Finally, consideration in the eyes of the public may replace money to a large extent as an inducement to enter an honorable service. It has often been said by ignorant people, and by some who are better informed but prejudiced against American institutions, that Americans are eager for nothing but money, and are not open to considerations of the kind I have been describing. It is an odious slander. No people in the world are more open to these honorable considerations than Americans, and no nation consequently has better material from which to organize the great public services of the state, military, naval, and civil, that of public education included. Now, by our ill-judged method of electing the teachers in the common schools every year, or in some towns and cities twice or even thrice a year, we throw away in the most wasteful manner almost all the valuable inducements to the teacher's life other than salary. The tenure of the teacher's

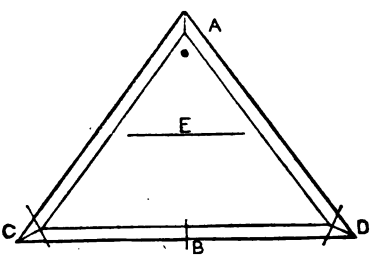
office in the public schools is precarious, there is no assured prospect of promotion for merit, the mode of election and the frequent recurrence of the election both militate against a reasonable independence, and finally the function has lost in the eyes of the public too much of that consideration and dignity which used to make it attractive.

Americans do not look with much respect upon official stations from which the incumbents may be suddenly dismissed without cause alleged. If a public servant is liable to receive the notice, "From this date your services will be no longer required", he will not be the object of much public consideration, no matter how high-sounding his title, or how large his salary. To make a position respectable in this country, it is essential that it should have some permanence of tenure. Again, if a public servant is liable to receive any day the following notice: "From this date your salary will be reduced so many per cent", his office will not be held in any high estimation. Notices of this description have too often been served upon teachers in the public schools. A sweeping reduction of teachers' salaries is quite the readiest way of effecting a sudden economy in town or city expenditures. It is an unjust and semi-civilized proceeding, injurious to public morality, and grievously harmful to the profession of teaching. If it ever be necessary to lower the salaries of teachers in a town, the reduction should take effect upon the salaries of persons newly appointed, never upon those of actual incumbents. Such is the rule of common sense and common justice, and such is the practice in all civilized nations which have learned by experience what the fundamental principles are upon which alone honest and efficient bodies of public servants can be organized and maintained.

As a profession, teaching should be as much honored as preaching. The schoolmaster should rank with the minister. The profession ought never to be chosen from mercenary motives merely, or by any persons except those who enjoy teaching, and who deliberately propose to be satisfied with a modest but honorable living. It offers no money prizes, and young persons of vigor and talent should be induced to enter it by its stability and peacefulness, and by the social consideration which should attach to it. Permanence of tenure and security of income are essential to give dignity and independence to the teacher's position. * * * * New legislation is urgently

needed to make the teacher's office, after suitable periods of probation, tenable during good behavior and efficiency. It would at once appear that the money now spent in salaries would go further, and procure much better service. The experiment would by no means be an untried one. All the great organizations for public instruction in Europe are made upon this plan from top to bottom; and the whole of the higher and a large part of the secondary instruction in this country have always been organized upon this principle.—*President* ELIOT *in Atlantic Monthly.*

EXPERIMENTS IN LIGHT.—III.



The photometer shown in plan by the diagram can be made to serve many good purposes in experiments of this kind. It was first used by Professors Stimpson and Pickering, of Boston, for measuring the absorption of light by different kinds and thicknesses of glass. A is a source of light, as a gas flame or candle; B a Bunsen's disk (a disk of parchment with a spot or ring which has been oiled); C and D mirrors set at such an angle as to reflect light from A along the graduated bar C D, along which the disk slides; E is a screen to cut off the direct light from A.

First arrange the mirrors at the right angle, and slide the disk until the spot disappears, which happens when it is equally illuminated on both sides. This point should be marked zero on the scale. Then put a piece of plate glass, carefully cleaned, between A and D, and again slide the disk until the spot disappears. By the law of inverse squares, the amount of light absorbed by the plate is readily determined. The experiment may be varied by using different kinds of glass, or more than one plate of the same kind.

The same apparatus may be used for determining the relative amounts of light reflected by different kinds of mirrors and different polished surfaces. To do this, compute by Fresnel's formula the amount of light reflected by some one polished surface, say plate glass, at the given angle. Put this in

place of one of the mirrors. Then by putting any other surface in place of the other mirror, the position of the disk when the spot disappears will give the relative amount of light reflected by it, and a simple calculation, the absolute amount. By substituting a thermopile for the disk, similar experiments may be made as to heat.

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THE PRIZE SYSTEM.

The benefits supposed to result from the practice of offering prizes for superior scholastic attainments, are more than offset by its pernicious effects. The practice is generally pernicious in its effects upon the successful pupil. The prize is often won, not only at the expense of subsequently weakened faculties, but also, mayhap, by the forfeiture of those physical abilities which are the basis of all mental activity, and without which intellectual acquirements are of little avail.

In the second place, the practice fails to secure the desired end in the case of many of the unsuccessful contestants. The greater number of those competing, long before the struggle is ended, become aware of their own inability to secure the prize, and lose all interest in the contest. For this reason, they often fail to do the work, which they would easily perform, if left to themselves. Schools, engaged in such competition, are not unfrequently divided into two classes—an unfortunate majority, discouraged and spiritless; and a *very* unfortunate few, struggling for that which can never repay them for the loss sustained.

Again, the prize system is *unjust*. The possession of mental faculties of a higher or lower order does not render the possessor worthy of praise or condemnation. The only fitting reward for mental greatness is its own improvement.

Finally, if there are any qualities, which render one pupil worthy of reward in preference to another, they will be found in the spirit with which he undertakes his work, in what he *seeks* to accomplish, not in what he actually accomplishes; and of these things the teacher should not assume the responsibility of judging.

Ravenna, O. A. W. R.

EDITORIAL DEPARTMENT.

—— We call special attention to Mr. Bolton's suggestive paper on the cultivation of a desire for knowledge as a motive power in education. It discloses a serious and prevailing defect in school instruction. In too many schools an intense desire for promotion or for a high standing burns out, so to speak, that love of knowledge, which alone can impel a young person to continue his education after his school days are ended. Whatever increases a pupil's love of knowledge for its own sake increases his interest in study.

—— In repelling the charge that the common schools are "godless", the *New York Times* assumes that what is true of a bank or manufactory must be true of a school. It argues that since a bank is not "godless" because it is not opened or closed with prayer, a school is not made "godless" by excluding the Bible and all religious instruction. This conclusion may be true in fact, but it is not a necessary inference. A school and a bank are not similar institutions and what is true of the one is not necessarily true of the other. One of the functions of a school is to form *character*, and this involves the use of moral instruction and influence. Moral instruction which does not recognize God in any way, is "godless", and hence there may be such a thing as a "godless" school. It does not, however, follow that the omission of the reading of the Bible or the absence of formal prayer or other religious exercises makes a school "godless." God may be recognized in other ways, and His authority may otherwise be made a vital element in moral training. But we simply wish to record our protest against the comparison of a school to a bank or education to shoe-making.

It is surprising to observe the facility with which bodies of teachers set aside methods and measures on which they have relied for years. The principals of Cincinnati recently talked out in meeting on the subject of technical grammar in the district schools, and the Pittsburg principals have been freeing their minds respecting the annual examination for promotion to the high school, which is declared to be the cause of much injurious cramming and poor teaching. We are not sorry to see that a general reaction on the subject of written examinations has fairly set in. We believe in examinations when used for a proper purpose, but we do not believe that they can take the place of the daily recitation as an incentive to study. It is a great mistake for a teacher to permit his pupils to "slip through" their recitations with the expectation that the matter will be corrected by the monthly examination. Teachers are disposed to make too much of those incentives which are under the direction of the superintendent, or which, for the time, have

public recognition. The most effective motives are those which spring from the daily requirements of a school, and that school is nearest the true condition which has the least need of promotion tests or established percentages to secure diligent and enthusiastic study. It is believed by many persons that there is too much examination in our schools. There is certainly too much *reliance* on examinations to secure what should be accomplished by good teaching.

—— A CORRESPONDENT who had seven years' experience in Germany in teaching German and French, and who has had nineteen years' experience in America in teaching German and English, writes us respecting the teaching of two languages to children. He thinks that the child should begin in his *mother* language and continue until he is able to read say in a second reader, and then the other language should be taken up and both languages be pursued together. Each language will then be an aid to the other, and both will be acquired in the time that would be devoted to one. He asserts that to begin two languages with the first reading lessons is contrary to pedagogical principles. He states that German and English are more readily learned together than German and French. The desire of German children to know the language of this country greatly assists in teaching them English. The importance of thoroughness in elementary instruction is strongly urged.

—— IT is interesting to note the sources of opposition to a national university and the reasons for this opposition. Several over-zealous denominational "organs" assert that such a university would be a "national calamity", since by its large endowment and consequent superior attractions it would injure, if not crush out, the colleges founded by Christian denominations! It is not easy to see how an institution that is designed to *supplement* the colleges of the country by providing *higher* courses of instruction can "crush out" existing colleges. There are very few institutions in the country that pretend to furnish post-graduate instruction, and it will be many years before any one of these institutions will be able to offer anything like adequate university instruction. The movement to make the John Hopkins University a true university, devoted to post-graduate instruction, does not seem to alarm these journals. So far as we know, no one has opposed this institution on the ground that it would injure the existing colleges. The fact is, that a true national university would strengthen the colleges of the country and give a needed impulse to higher education. The time has come when there should be at least one amply endowed institution of this rank in the United States. We believe that the General Government can found such an institution, and protect its management from all political interference and influence. No one thinks of asking Congress to attempt to "run" a university. It is one thing to establish and endow an institution and quite another to manage it.

—— The *New England Journal of Education* suggests that the Centennial period is a favorable time to instruct the youth in our schools in American history. The suggestion is a good one. The anniversary of each important event of the Revolution should be improved in every school as an occasion for presenting the history of such event in an interesting and impressive manner. This may be done in several ways. The teacher may give the more important and interesting facts in a familiar narrative, or the pupils may state what they have learned respecting the event, either in answer to questions asked by the teacher or in the form of more connected narration. If the pupils are properly interested in the event before its anniversary, they will gather much information respecting it. It will be made the topic of conversation in intelligent families, and many of the older pupils will consult historical works. The papers and magazines will also be searched for information. Pupils should be encouraged to narrate striking incidents, and to give sketches of the lives of the leading actors. In nearly all schools an hour may profitably be given to the anniversary of each important event, and in most schools an hour of each session of the day may be well employed. The carrying out of this suggestion during the next seven years will not only give American youth much valuable information respecting their country's history, but it will greatly increase their patriotic devotion to republican institutions. It has been wisely suggested that care should be taken not to develop a hostile feeling toward England.

—— We publish elsewhere portions of a paper read by President Eliot, of Harvard University, before the teachers' association of Middlesex county, Mass., and published in the *Atlantic Monthly* for June. The importance of the paper is increased by the fact that whatever President Eliot says on education is sure to command public attention, and we regret that we have not space to publish it entire. Whatever may be true of several of the measures advocated, the paper as a whole is a vigorous and timely protest against that unwise economy which is seen in crowded schools and poorly qualified and poorly paid teachers. President Eliot wisely holds that whatever expenditure is required to sustain a good school, is wise economy. A poor school is dear at any price. "Whatever else", he says, "the city or town may deny itself, let it not deny itself schools, or impair the efficiency of those it has. No retrenchment that injures the schools is true economy." The statement that twenty-five pupils are as many as one teacher can teach well, will surprise those school boards who are assigning from fifty to one hundred pupils to one teacher. We are surprised to learn that the making of the masters of the Boston schools district superintendents has been attended with "a heavy loss of teaching force." There may, in some instances, be loss in the upper classes, but this should be more than offset by the increased efficiency of the instruction in the lower classes. Is not this true?

——THERE are two recommendations in President Eliot's paper which evidently have their source in a dislike of the democratic character of public schools. He regards the heterogeneousness of free schools "a great and growing evil", and suggests that it should be avoided by multiplying buildings so that each homogeneous neighborhood may have a separate school. If it is desirable to make our public schools homogeneous, would it not be a more effective plan to establish separate schools for pupils of each "stamp"? There could be schools for the rich, schools for the poor, schools for Irish, schools for Germans, schools for Jews, schools for Catholics, etc. It is unquestionably very desirable to protect good children from the evil influence of the bad and vicious, but this can not be done in the manner proposed. The most dangerous and corrupting pupils in our schools are too often the representatives of wealthy and aristocratic families. It is the glory of the public school that it does not recognize the accidents of birth and social position. The other recommendation would divide the support of high schools between the public and their patrons. President Eliot would carry free education only up to the "compulsory limit", and he would then shut the doors of public schools against those who can not pay a part of the cost of the education furnished, with the exception of those bright and promising indigent pupils who may be admitted and carried forward at the public charge *as a reward of merit.* This is an application of the discarded rate-bill system to the high school, and the objectionable features of the system, are not, in our judgment, removed by the provision for the free instruction of poor children who may earn such favor by superior attainments. The system is fundamentally wrong, and no modification can commend it to public favor. Both of the above recommendations are in the portions of the paper which we have not published.

——COL. T. W. HIGGINSON questions the correctness of President Eliot's inference that women remain in the business of teaching less permanently than men. In a communication to the *N. E. Journal of Education*, he states that the school records of Newport, R. I., show that the five male teachers in the schools have served on an average only 3.8 years, while the thirty-five female teachers have served on an average 8.17 years. He is confident that nearly every town and small city in New England will show a similar result. He thinks that the influence of matrimony and ill-health in thinning the ranks of female teachers is more than offset in the case of male teachers by the large number of men who take up teaching only for a year or two, on their way from college to a profession, or who are tempted to leave the business by other more remunerative or more agreeable employments. We believe that school statistics sustain Mr. Higginson's position as to the comparative permanency of male and female teachers, but his explanation is not altogether satisfactory. *Why* do so few men make teaching a permanent business? *Why* are men on their way from college to a profession permitted to step into important positions as teachers for a year or

two? This is not the case in Germany. There teaching is as permanent an employment as law or medicine. Can teaching be made a permanent business so long as the great majority of teachers are women? How would it be if *all* teachers were women? Is it not true that nine-tenths of female teachers enter the schoolroom with the hope that they may remain but a short time, a few years at most? This should be true, if it is not. We would not exclude women from the teacher's office to secure permanency therein, but it seems to us very desirable to secure and retain in the schools a due proportion of men who have made special preparation for teaching as a life-work. These with the female teachers who have made a like preparation for a like purpose, would give the profession a much needed element of permanency.

—— We have received a communication exposing the operations of an organization, called the "Pendennis Society", which is trying to increase the number of volumes in its library (?) by selling students graduating orations and essays. Its printed confidential circular advises young men about to graduate to procure an oration that will make a "favorable impression upon the world", and it offers to grind out such an oration on any subject in two days' notice! All that is needed to start the mill is a remittance of $5 to $15, according to the number of words desired!! The "Pendennis Society" claims to be "a club of literary young men most of them graduates of Eastern Colleges, and all of them correspondents of magazines or reporters of newspapers of note in different cities"; and this remarkable club is located, not in New York, but in an Ohio city with a population considerably less than 50,000. We were at first disposed to consider the circular sent us the work of a swindler, but a friend, who has made inquiry, assures us that the society is a real institution. We would advise its members to obtain a library in a more honorable manner. The student who accepts its advice, must be sadly wanting in honor, self-respect, and common sense. He will certainly have one opportunity in his life to make a personal application of the fable of the ass who tried to play the lion.

THE PUBLIC SCHOOLS OF ST. LOUIS.

We recently improved an unexpected opportunity to visit the schools of St. Louis, with a special desire to see the practical working of the system of short class intervals with frequent promotions—the system so ably defended by Dr. Harris in these pages. We found that our ideas respecting the system were generally correct, but there are much less friction and difficulty in its administration than we expected to find. We think we can best give the results of our observations and inquiries by taking a representative school.

But let us first glance at the requirements of the course of study. The course of study for the district schools, covering a period of eight years,

is divided into years, and subdivided into quarters of ten weeks each. But the classes are not required to complete the course or its subdivisions in the time assigned. The course simply represents the work that may be accomplished in the time by an average class. Some classes do more and others less. No class is chained to the time table, but each is permitted to advance as rapidly as its attainments will justify. This clue to the system will greatly assist the reader in understanding its practical working.

The representative school visited is composed of twenty-six classes, accommodated in twelve rooms, each in charge of one teacher. The two lower rooms contain three classes each and the other rooms contain two classes each. We found that the year's work in the lowest room had resulted in a marked difference in the progress of the pupils that started together, made possible by frequent promotions of pupils from each of the lower classes to the next higher. The highest class, including about one-third of the school, had completed full two years of the course in one year, and had done it easily and well. It had passed one or two of the classes in the next room. We did not learn why the class had been retained in this room, but we judge that there had been no necessity for a transfer and the teacher had been permitted to keep it.

The three classes in the next room were likewise separated by no uniform interval, and we found this to be true of the classes in all the grades. In one room, the two classes were less than a month apart, and the lower is overtaking the higher. The interval between two successive classes, not in the same room, was nearly thirty weeks. These varying intervals are due to the varying ability of classes and teachers, especially in the lower grades, and to the absence of any attempt to force uniformity of progress. The classes are permitted to advance without reference to each other, and without the hindrance of a prescribed time-table. The average interval between the classes in the upper grades is greater than the average interval in the lower grades.

The transfer of pupils to the high school occurs four times a year, at the close of each quarter, but classes are not transferred from each district as often as this, and hence there is no general transfer of classes four times a year, as many suppose. The upper class in any district school is examined for the high school *when it has completed the sub-high school course of study.* This may occur at the close of the first, second, third, or fourth quarter, and in the larger districts at least *two* classes will be examined for transfer in a year. When the upper class in a district is transferred to the high school, the upper class in each room is transferred to the next higher room. We have spoken of the transfer of *classes* to the high school. We do not mean that any class is transferred in a body, but such is the uniformity of the attainments of the pupils in a given class that nearly all pass the examination and are transferred. Those who fail to pass may be examined again in ten weeks.

Let us now see how the needed reclassification of pupils is accomplished, for this is the most interesting feature of the St. Louis system. Reclassification is effected, almost exclusively, by the promotion of pupils to a higher class. Very few pupils are put back into a lower

class. These promotions do not occur at the close of each quarter, or at stated periods, but they occur whenever in the concurrent judgment of the teacher and principal one or more pupils of a class are able to do the work of the next higher class. This promotion of the more mature and capable pupils occurs frequently, and hence the process of reclassification is a gradual one.

We took special pains to ascertain whether the promotion of pupils was attended with serious "breaks" in their attainments. The assistant superintendent, principal, and teachers all agreed in the opinion that there is practically no difficulty of this kind. The leaps are short, and frequent reviews afford the promoted pupils an opportunity to master whatever may have been omitted. This would not be the case if the pupils promoted were not more mature, or more advanced, or brighter than the other pupils. Pupils are not usually promoted when there will be no opportunity to go over the ground omitted. We also endeavored to ascertain whether the system did not stimulate ambitious and bright pupils to over-exertion. There is danger in this direction, but the teachers had not observed any evidence of injury. It seemed to be the prevailing opinion that there is not so much danger to the health of pupils as there was under the old system of high pressure and cramming for the annual examinations for promotion. We found the system very popular with the teachers, and we were assured by them that it was equally popular with parents.

The schools of St. Louis, which we visited, evidently possess superior adaptation to the varying capacity and circumstances of pupils and the varying ability and skill of teachers. We have long believed that the graded system is susceptible of much greater flexibility than is usually secured under the year system, but we have never supposed that it could be made as flexible as the St. Louis system without sacrificing important advantages of classification. But here we found great flexibilty and a close classification united. The classes are as large as is consistent with efficient instruction, and the change of teachers is no more frequent than it would be with a greater interval between the classes and one class in each room. It is true that a stickler for uniformity would be annoyed by the fact that the classes are not advanced at a prescribed uniform rate; but no confusion or loss seems to result from the variations allowed. This would be different if the progress of all the schools of the city were regulated by the superintendent, and if uniform tests were employed to compare the teachers and pupils in the different districts. But in St. Louis the promotion of pupils and the progress of classes in each school are determined by the principal and teachers, acting under the general direction of the superintendent. A carefully graded course of study is followed as nearly as practicable in all the schools, and the pupils transferred to the high school are subjected to the same examination, but, as before stated, all the districts are neither required nor expected to present classes for examination *at the same time*, as must be done under the year system. The St. Louis system would doubtless not work equally well in all graded schools, and especially in those of smaller cities and towns, but it embodies a *principle* of school administration

which may be generally applied. It is possible that the practical working of the system presents difficulties which our hurried examination did not discover; but the more we study the system, the more clearly we see in it the solution, partial at least, of a very important problem in graded-school management.

We had little opportunity to study the prevailing methods of teaching employed in the schools. Dr. Leigh's method of primary reading is used, and with very satisfactory results. The pupils master the first and second readers in a comparatively short time, and the reading which we heard in several rooms, was commendably free from hesitation and stumbling, and also showed a fair comprehension of the thought. We were not specially pleased with the voices of the pupils, but we are not able to say whether the defect is due to a lack of vocal training or to natural causes. The revised course of study limits *printing* to the first quarter and the writing of script on slate is begun the second quarter. This indicates a tendency to discard printing entirely, as has been done in many places.

We learned that the very full course of oral instruction in natural science, adopted a few years since, is not fully given in any of the schools, and by referring to the directions which accompany the course, we find that this is not expected or desired. Teachers are instructed not to attempt to do more in any one quarter than can be done in a proper manner, and they are at liberty to select such topics from the syllabus and to present them in such order as they may deem best. They are required to give ten weekly lessons each quarter on the work laid down for that quarter. We were informed that not more than one-fourth of the topics contained in the syllabus are actually taught in most of the districts. Some teachers accomplish much more than others, and all are doing more as they become familiar with the course and with oral methods of teaching. Hence the course is increasingly successful.

We spent a very pleasant hour in the City Normal School, in charge of Prof. Louis Soldan. We were agreeably surprised to find an attendance of some two hundred young ladies, and to learn that the number of applicants for admission is increasing. These facts indicate that the school will soon furnish a supply of trained teachers for the lower schools of the city. The pupils are divided into four classes, and the course of study covers a period of two years. The greater part of the course is scholastic or academic, but all branches are taught with special reference to methods of teaching them. What are called culture studies are placed at the beginning of the course, and the professional instruction is given the second year—a plan adopted in several normal schools. We heard most of a very interesting recitation on methods by the senior class. The time was chiefly devoted to Grube's method of teaching arithmetic and to the kindergarten. The class showed good training. Several important principles in teaching were clearly stated.

We desire to add that our brief visit to the St. Louis schools fully confirmed the favorable opinion we have long held respecting the ability and wisdom with which they are conducted. The system is compara-

tively young, and the rapid growth of the city and other difficulties make its successful administration no easy task. Dr. Harris studies educational questions not only from a philosophic stand-point, but with special reference to practical results.

NATIONAL EDUCATIONAL ASSOCIATION.

The fifteenth annual meeting of the National Educational Association will be held in Minneapolis, Minnesota, on Tuesday, Wednesday, and Thursday, the 3d, 4th, and 5th days of August, 1875. The meetings of the Association will be held in the Academy of Music, situated in the immediate vicinity of the hotels and residences. The Sections will meet in adjoining rooms.

The meetings of the General Association will be held in the mornings and evenings of each day. The several Sections will hold their meetings in the afternoons.

General Session.

Lectures, Papers, and Discussions are expected from the following persons:

J. B. Angell, President University of Michigan; John Eaton, Jr., National Commissioner of Education, Washington, D. C.; Duane Doty, Superintendent Public Shools, Detroit, Michigan; A. P. Marble, Superintendent Public Schools, Worcester, Mass.; Leon Trousdale, State Superintendent Public Instruction, Nashville, Tenn.; W. F. Phelps, President State Normal School, Winona, Minn.; Dr. J. W. Hoyt, Madison, Wis.; Miss Grace C. Bibb, City Normal School, at St. Louis, Mo.; Wm. W. Folwell, President State University, Minneapolis, Minn.; Lewis Felmeri, Professor of Pedagogics at the University of Klausenberg, Austria; H. A. M. Henderson, Superintendent Public Instruction, Frankfort, Ky.; J. B. Merwin, of St. Louis. The subjects of Agricultural and Polytechnic Instruction, Country Schools, Health in the School Room, School Record Books, Course of Study in High Schools and Colleges, German Pedagogy, Education in the Southern States, Centennial Anniversary, Caste in Education, State School Laws, etc., will be discussed.

Department of Higher Education.

1. "Relation of the State to Higher Education": Prof. W. Leroy Brown, University of Georgia, Athens, Georgia.
2. "The Military Sciences in Colleges and Universities": Lieut. A. D. Schenck, U.S.A., Iowa University, Iowa City, Iowa.
3. "The Relation and Duties of Educators to Crime": Rev. J. B. Bittinger, D.D., Pennsylvania Prison Reform Association, Sewickly, Pa.

Officers of this Department: President—George P. Hays, President Washington and Jefferson College, Pa.; Vice President—President I.W. Andrews, of Marietta College, O.; Secretary—Prof. C. S. Venable, of the University of Virginia.

Department of Normal Schools.

1. "Progress and Reform through Normal Schools": Prof. G. P. Beard, State Normal School at Shippensburg, Pa.
2. "The Professional Training of Teachers": Miss Delia A. Lathrop, City Normal School at Cincinnati, O.

3. "Relation of the Natural Sciences to the Profession of Teaching": Report to be presented by a Special Committee appointed at Detroit, 1874—James Johonnot, chairman, of the State Normal School at Warrensburg, Mo.

4. "A Course of Professional Instruction": Report by a Special Committee appointed at Detroit, 1874—Prof. C. F. R. Bellows, chairman, State Normal School at Ypsilanti, Mich.

Officers of this Department: President—J. C. Greenough, State Normal School of Rhode Island; Vice President—W. A. Jones, State Normal School of Indiana; Secretary—C. F. R. Bellows, Michigan.

Department of Superintendence.

Officers of this Department: President—J. Ormond Wilson, Superintendent of Schools, Washington, D. C.; Vice President—A. Abernethy, Iowa; Secretary—R. W. Stevenson, Superintendent Schools, Columbus, Ohio.

Department of Elementary Schools.

1. "Language Teaching, its Importance and its Methods": H. F. Harrington, Superintendent Public Schools, New Bedford, Mass.

2. "What shall we do with the Boys?" J. L. Pickard, Superintendent Public Schools, Chicago, Ill.

3. "The Relation and Duty of the Teacher toward the Reforms of the Day": Miss Frances E. Willard, late Dean of the Woman's College at Evanston.

Officers of this Department: President—Prof. Alfred Kirk, Chicago, Ill.; Vice President—Miss Hattie Keeler, Cleveland; Secretary—Miss Lucy J. Maltby, of Missouri.

Accommodations.

Private hospitalities will be furnished to all who desire them, and *who give notice at the earliest possible moment* to Prof. O. V. Towsley, Superintendent Public Schools, Minneapolis, Minn.

Hotels.—The following hotels will accommodate members of the Association at reduced rates: First National Hotel, $1.25 per day; Commercial Hotel, $1.25 per day.

Transit Facilities.

steamboats.

1. The Keokuk Northern Line of steamboats will return all members *free, meals excepted,* who pay *full fare* to St. Paul, *meals included,* on presentation of a certificate of membership signed by the Secretary of the Association, to the clerk of the steamer in St. Paul. This arrangement holds good for all points between St. Louis and St. Paul. Members should purchase excursion or round-trip tickets to Minneapolis from St. Paul on the St. Paul & Pacific, or the Milwaukee & St. Paul R.R., price 50 cents.

2. The Merchants' Southern Packet Co. will convey members of the Association from New Orleans to points on the Mississippi river to St. Louis, connecting with the Keokuk Northern Line, at the same rates as mentioned in No. 1, or full fare coming north and half fare returning south, meals included.

3. The Memphis Packet Co. will also convey members from points on the river, between Memphis and St. Louis, to the latter place, connecting with the Keokuk Northern Line at half fare, the party paying full fare up the river, returning free, on presentation of certificate of membership, as provided in No. 1.

railroads.

The following are the railway arrangements, as far as perfected up to date:

1. The Baltimore & Ohio R. R. will sell round-trip tickets from Baltimore, or Washington, to Chicago and return, for $20.

2. The Grand Trunk (Portland, Me., to Detroit,) will sell round-trip tickets at one-third more than the regular fare one way.

3. The Detroit & Milwaukee R.R. will sell round-trip tickets from Detroit to Milwaukee and return for the *fare one way.*

4. The Lake Shore & Michigan Southern Railway have regular excursion round-trip tickets at twenty per cent below regular fare.

5. The Philadelphia & Reading R. R. will issue round-trip tickets at a reduction of thirty-three and one-third per cent. of the regular rate.

6. The Burlington, Cedar Rapids & Minnesota R. R. will sell tickets same as the Milwaukee and St. Paul Railway, hereafter noted, to parties of ten or more from the same station.

7. The Chicago, Dubuque & Minnesota R. R. will sell *round-trip tickets* to LaCrescent Junction (connecting with Milwaukee & St. Paul Railway), as follows: From Clinton, Iowa, $12.15; Sabula, $10.90; Bellevue, $9.55, Dubuque, $8.10; Guttenberg, $5.70; Clayton, $5.00; McGregor, $4.45; Lansing, $2.55; Brownsville, 81c.

8. The Chicago & St. Paul Railway (extending from Chicago and Milwaukee to St. Paul and Minneapolis) will return all delegates at one-fifth of the regular fare, on certificate of the Scretary of the Association, that they have attended the same, and paid full fare over that road in going thereto.

9. The Green Bay & Minnesota Railway (from Green Bay to Winona), connecting with boats on Mississippi river, and with the river division of the Chicago, Milwaukee & St. Paul Railway—the same as No. 8 above.

10. The Iowa Central, the same as Nos. 8 and 9.

11. The Northern Pacific, from Bismark to Saint Paul, will return all delegates *free,* on certificate of Secretary that they have attended the Convention and paid full fare over that road.

12. Sioux City & St. Paul and St. Paul & Sioux City Railways will sell round-trip tickets at 60 per cent. of fall round-trip price.

13. The St. Paul & Pacific, from all points north and west of Minneapolis, the same as *No.* 12.

14. Lake Superior and Mississippi will sell either round-trip or *one-way* tickets at two-thirds regular fare, on certificate of the Secretary as above.

15. Round-trip excursion tickets from Chicago to Duluth and St. Paul and return, good from June 1st to October 1st, 1875, can be obtained at C. & N. R.R. depots, Chicago, or at their city offices, 62 Clark St., or 75 Canal St., Chicago, Ills., for $35, choice of four different routes being given.

16. The Chicago & Norwestern R.R., via the West Wisconsin R.R., will return delegates at one-fifth fare on same conditions as given in No. 8.

17. The Chicago & Alton Road will sell excursion tickets from St. Louis to St. Paul, and return, at prices varying from twenty-five to thirty dollars, according to route. Tickets good till November 1st, and allow the holder to stop off at any point.

18. St. Louis, Iron Mountain & Southern R. R., same as No. 8. The delegate must present his certificate to the ticket agent, corner 4th and Walnut streets, St. Louis, on or before August 10th, and receive from the ticket agent a return ticket at one-fifth fare.

Officers of the General Association: Wm. T. Harris, President, St. Louis, Mo.; Wm. R. Abbott, Secretary, Bellevue, Va.; A. P. Marble, Treasurer, Worcester, Mass.

It is hoped that arrangements may be made for excursion tickets from Cleveland via the lakes to Duluth and by railroad from Duluth to Minneapolis. President Harris informs us that there is a prospect of a large attendance at the meeting.

EDUCATIONAL INTELLIGENCE.

—— When notified that a subscriber has failed to receive any number of this journal due him, we always remail it.

—— The city of Omaha, Neb., has one of the finest high school buildings in the United States, spacious ward school buildings, and, what is still better, a very excellent system of graded schools. The high school building cost $250,000.

—— The University of Pennsylvania is to receive the residue of the estate of the late John Henry Towne, amounting to about $1,000,000. The trustees have determined that the department of science shall be called "The Towne Scientific School of the University of Pennsylvania."

—— Prof. Hartt, of Cornell University, has received the appointment of National Geologist of Brazil, at a salary of $10,000 a year.—— Dr. Alexander Winchell, of Syracuse University, has accepted the chair of Geology in the Vanderbilt University, Tenn.

—— School Commissioner Smart is endeavoring to ascertain the number of youth of school age in Ohio, who have attended colleges, academies, and seminaries in other states the present year; and also the number who have attended similar institutions in Ohio. Blanks calling for this information are to be sent to each county in the state.

—— Girard College is one of the richest educational corporations in the country. The income in 1874 was sufficient to meet all expenses and leave a surplus of about $200,000. When the land connected with the institution is all occupied by dwellings and rented, the income will be enormous. There are now 550 orphans in attendance and 150 eligible applicants for whom there is no room. It is proposed to enlarge the acommodations.

—— The Kirtland School of Natural History will give special instruction in Zoölogy and Botany the five weeks beginning July 6th, for the benefit of persons engaged in teaching these sciences in Northern Ohio. The laboratory will be open for instruction about four hours each day and frequent excursions will be made for study and collection. Persons interested should address Prof. Theo. B. Comstock, Cleveland, O.

—— Mrs. Dr. A. D. Lord has been appointed superintendent of the New York State Institution for the Blind for the ensuing year. Mrs. Lord has had charge of the institution since the death of her lamented husband, and has proved herself equal to the demands of the position. She has had a large experience in the care and instruction of the blind, and she possesses in a high degree the special qualifications required for the successful management of such an institution.

—— At an election, recently held in Marshall, Ill., it was voted to accept for one year the proposition of a Catholic priest to run the schools, providing teachers, etc., for $6,000 a year, being $3,000 less than the es-

timates of the board of education. This idea of giving the running of public schools to the lowest bidder is too novel and brilliant for even the nineteenth century. The Supreme Court, to which an appeal is to be made, will doubtless be too stupid to see its merits.

—— The University of Nashville has leased its grounds and buildings to the State, to be used for a State Normal School. The school is to receive the interest on the university funds for two years, and also $3,000 a year from the Peabody fund. We hope that the arrangement can be made a permanent one. The conversion of a few so-called universities, including the two state universities of Ohio, into efficient normal schools, would greatly benefit the cause of education.

—— The spelling matches are giving place to pronouncing matches. The words are written on a blackboard or are spelled orally by naming successively the letters. A great many intelligent people are surprised to find that they mispronounce many words in ordinary use. These pronouncing matches will prove a very useful exercise in our schools. The words selected for weekly tests should be copied by the pupils, and the true pronunciation of each word indicated by proper syllabication and by accent and diacritical marks.

—— The board of education of Rochester, N. Y., has adopted a resolution prohibiting all religious exercises of whatever nature in the public schools. In announcing this action, the *Evening Express* says: "This is our last concession. There is to be no more compromise. The friends of the school system are done with tinkering and amending the system to suit its enemies. At this point let the battle be fought." But Bishop McQuaid is no better satisfied than he was before, and he announces his intention to carry on the war against the schools. It is hoped that the "concession" may not weaken the defense of the school system.

—— Mr. John Hancock has been unanimously reëlected superintendent of the schools of Dayton.——Mr. Alston Ellis has been reëlected superintendent of schools of Hamilton, O., and his salary increased from $2,000 to $2,200.——Supt. Carruthers, of Chillicothe, O., has been reëlected for two years, and his salary increased to $2,000.——Supt. Bennett, of Piqua, O., has been reëlected for two years, at a salary increased from $1,600 to $1,800.——Rev. D. H. Moore has been elected president of the Wesleyan Female College, Cincinnati, O., at a salary equivalent to about $4,500.——Rev. Dr. E. B. Fairchild has resigned the charge of the First Congregational Church of Mansfield, O., to accept the principalship of the State Normal School at Indiana, Pa.

—— Mr. George J. Luckey was recently reëlected superintendent of the public schools of Pittsburgh, at his present salary, $3,000; and this unanimous action was backed by the passage of a resolution strongly indorsing his administration of the office. In a brief address acknowledging the compliment, Mr. Luckey suggested three improvements in the present school system of the city, which he desired to see made, viz:

(1) provision for the special education and training of teachers; (2) the establishment of industrial schools, to develop and foster the leading industries of the people; and (4) the employing of more experienced teachers in the lower schools, it being the almost unanimous custom in the city to place inexperienced teachers in charge of the youngest pupils.

—— The *New York School Journal*, of June 12th, copied two of our June editorials, from one-fourth to one-half of a page each, without credit. We were at first somewhat surprised, but when we learned from the same number that the "Ohio teachers meet at *Patno* Bay, June 29th," and that the defect in reading pointed out by Mr. Vaile is "not understanding 'what thou *needest*'", we concluded that the regular editor was ill or absent when the paper was issued. The *Journal* is hereafter to be issued by the "Teachers' Publishing Company", composed of several teachers of New York and Brooklyn. It will continue to be edited by Mr. A. M. Kellogg, and will richly deserve a large circulation.

—— The *Minnesota Teacher* has been merged in the *Chicago Teacher* which is hereafter to be issued under the new title of the *Western Journal of Education*. One or two other journals in the Northwest were expected to join the combination, but the negotiations did not result as was expected. The door is, however, still open to any journal that wishes to walk in. The *Chicago Teacher* was started in January, 1863, by Messrs. Baker & Mahony. Mr. Baker soon withdrew, and it has since been successively conducted by Messrs. J. Mahony, Alfred Kirk, and J.W. Brown, the present publisher. Under Mr. Mahony's vigorous management it reached a circulation of nearly 1200—a fact that indicates the difficulty of securing a paying circulation for an educational journal.

Parkersburg, W. Va.—The public schools enroll about 1,000 pupils, and employ 22 teachers. Supt. E. S. Cox has brought system out of disorder, and infused a new vigor into the school work. The primary teachers are well paid, and all the teachers read educational journals, and several the Ohio journal. In the past year the high school has made many valuable additions to its philosophical apparatus, and with an efficient male principal its usefulness will be greatly increased. Supt. Cox takes much interest in science teaching, and he expects to attend the school of natural history, to be conducted under the auspices of Harvard University this summer.

A three days' institute was held in Parkersburg, commencing April 21st. The instructors were Prof. Jno. C. Ridge, of Cincinnati; Prof. G. R. Rosseter, of Marietta College; Prof. Morton, of Wheeling; and Supt. Cox. There was a large attendance of teachers and citizens. The presence of so many citizens showed that the public school system has a sure place in the hearts of the people. The expense of the institute was paid by the friends of education in Parkersburg, which makes its success all the more creditable.

OHIO.—The commencement exercises of the Ohio Central Normal School occurred June 17th. The graduating class included ten young men and ten young women—the largest and best class that the institution has graduated. Prof. Wm. Richardson, of Delaware, gave the address.——The African M. E. Church has raised $20,000 to endow a theological professorship in Wilberforce University, Xenia, O. —— The Board of Education of Marietta has abolished the office of school superintendent, created two years since.——There has been a little excitement in the board of education of Circleville over the question of dispensing with all religious exercises in the schools. A resolution was finally adopted leaving the matter to the option of the teachers, each teacher being allowed ten minutes for such exercises each morning previous to the calling of the roll of the pupils.

—— SUPT. MCMILLAN, of Youngstown, has adopted the plan of giving weekly exhibitions of reading, a class being selected each week for the purpose, and the parents of the children and others being invited to be present. The *Register and Tribune* speaks in high praise of the reading of the first class exhibited. It was not a mere parrot-like calling of words, but a clear rendering of the thoughts of the author. The test in spelling showed great proficiency.

—— THE public schools of Springfield, O., have attained a remarkable degree of punctuality. A recent monthly report of Supt. Jackson gives but three cases of tardiness in one district having an enrollment of over 400 pupils; and but five cases in another district having an enrollment of 437; and but two cases in another having an enrollment of 129. Fifteen teachers reported no tardiness in the month. We regret to learn that Supt. Jackson declines a reëlection, intending to enter upon the practice of law.

THE CENTENNIAL.—At a meeting of the executive committee of the Ohio College Association and the Ohio Teachers' Association, and of prominent educators, called by the State Commissioner of Common Schools, and held in the Commissioner's office, May 28 and 29, the following resolutions were adopted:

Resolved, That we believe that it is very important that there be a full and systematic representation of the educational interests of the country at the approaching Centennial Exposition at Philadelphia, and, to this end, a definite and uniform plan of procedure should be early perfected by the national commission, with the Commissioner of Education as chairman.

Resolved, That the Centennial should be improved as an important occasion for the preparation of a complete historical record of educational effort and progress in the United States, and that this work should be undertaken by the National Bureau of Education, by each of the several states, by the cities and towns, and by all higher institutions of learning, public and private.

Resolved, That steps should at once be taken for the preparation of a history of educational progress in Ohio, and that a committee of five be appointed by the chairman of this meeting to present this subject to the Ohio Teachers' Association at its coming meeting, and that the same committee is requested to submit plans and suggestions for the proper presentation of the educational interests of the state at Philadelphia.

Resolved, That the State Commissioner of Common Schools is hereby requested to bring this subject to the attention of the colleges and other higher educational institutions in Ohio, that provision may be made for the preparation of historical sketches of the same; also, that he be requested to advise the school superintendents of the several cities to prepare their reports for the years 1874–5 with the special object of giving a full and clear statement of the condition of their schools for the use of the Centennial Exposition; also, that he be further requested to secure proper persons to prepare historical sketches of the school systems of said cities for the same purpose.

Resolved, That we respectfully offer our assistance and coöperation to the Centennial Board in taking steps for a proper representation of the educational interests of Ohio at the coming exposition, and request the board to appoint a suitable person as commissioner of education, to attend the exposition and take charge of all educational interests in connection therewith.

Supt. A. T. Wiles, of Zanesville, Prof. T. C. Mendenhall, of the Ohio Agricultural and Mechanical College, E. E. White, of Columbus, Supt. John Hancock, of Dayton, and Pres. H. S. Thompson, of Otterbein University, were appointed a committee to present the subject to the Ohio Teachers' Association. Commissioner Smart has already issued circulars in conformity with the requests in the fourth of the above resolutions.

FINDLAY.—The third annual commencement of the public schools of Findlay took place on the 28th of May, and the exercises gave great satisfaction. Five pupils graduated from the high school and eighteen from the normal department. At the close of the exercises the teachers and pupils presented Supt. W. S. Wood with an elegant gold watch as a token of their respect and gratitude—a handsome gift most worthily bestowed. Capt. Wood has been untiring in his efforts to improve the schools, and he has not labored in vain. After the presentation resolutions strongly indorsing his administration of the schools, were unanimously passed by the enthusiastic audience, and on the following evening a large company of citizens, headed by the Cornet Band, marched to his residence and by music and speeches gave pleasing evidence of their appreciation and esteem. We like to put such facts as these on record, and we thank our fair correspondent for the opportunity.

QUERIES.

Correspondents solicit brief answers to the following queries:

1. A tailor uses a large smoothing iron called a "goose". Now, if a dealer in hardware wishes to send for a half dozen of these smoothing irons, shall he write "gooses" or "geese"?

2. Is it correct to say, "Those are large cheeses"? Shall we say, ten cheeses or ten cheese?

3. If a child be born on the 29th of February in a leap-year, on what day of what month will its birthday occur in common years?

4. How should "Obidah", found in the New Eclectic Fifth Reader, lesson LXXI, be pronounced? W. P.

What is the distinction, if any, between a passive verb and a verb in the passive voice? R. P. M.

1. Why is the Great American Desert destitute of water?

2. When did the colonists first fit out a navy? PEDAGOGUE.

BOOK NOTICES.

SHAW'S NEW HISTORY OF ENGLISH AND AMERICAN LITERATURE. By Prof. TRUMAN J. BACKUS, of Vassar College. New York: Sheldon & Co.

SHAW'S SPECIMENS OF AMERICAN LITERATURE AND LITERARY READER. By Prof. BENJ. N. MARTIN, of the University of the City of New York. New York: Sheldon & Co.

The first of these works is an abridgment and thorough revision of "Shaw's Manual of English Literature", which has long been a standard in the colleges of this country and Europe, but which is not so well adapted to seminaries, academies, and high schools. In the revision, the logical arrangement has been improved, and the style made much clearer. Several new features have been added, including an excellent sketch of American literature. The work seems to be admirably adapted to the grade of schools for which it is intended.

The first edition of Shaw's Specimens of American Literature was an attempt to present, in narrow limits, specimens of all the chief American writers, and, as a necessary result, the extracts were too brief and fragmentary to give any just idea of their style. In the revision of the work, the number of authors has been somewhat reduced, and the number of pages increased, thus affording space for the proper representation of the more eminent authors. In its present form the work will doubtless give general satisfaction. It is well adapted for use as a Literary Reader.

GUYOT'S GRAMMAR-SCHOOL GEOGRAPHY. New York: Scribner, Armstrong & Co.

This new work completes Prof. Guyot's Geographical Series, which now consists of four books, not including the "Common-School Geography", published in 1866. We see in this work, as well as in the Physical Geography, not only the method, but the hand of Prof. Guyot—a pleasing assurance that the work is the author's own production. The plan of the work conforms to the principles which Prof. Guyot has long and ably advocated. It is adapted to the analytic stage of development, and the various topics are presented in the order of their natural dependence. A general description of each country precedes the study of the map—a philosophical order, and a good one in practice, if the general description is first taught orally, and the *study* of the text is undertaken after the map is well mastered. The oral description can also be best given by frequent reference to the map. A characteristic feature of the work is the introduction of tabular analyses of the chapters for review, and also tabular statements of the more important facts relating to cities. The tabular analyses are given at the close of each chapter in the first part, and, taking these as models, the pupil is expected to make a similar analysis of the description of each country. The maps are numerous and well-executed, and the illustrations are excellent. The work has evidently been prepared with great care and at great expense. We shall be disappointed if it does not take high rank as a text-book.

HALF-HOUR RECREATIONS IN POPULAR SCIENCE. First Series. Selected and Edited by DANA ESTES. Boston: Estes & Lauriat. Price, $2.50.

The first twelve numbers of this interesting serial publication are here presented in a handsome volume of nearly five hundred pages. It contains twenty-six valuable papers by eminent American and European scientists. The three illustrated papers on Spectrum Analysis are alone worth the price of the volume. The two numbers of the second series, which we have received, sustain the promise of the publishers, that the volume will be superior to the first in interest and value. They contain four papers, including one by Prof. Tyndall on the "Transmission of Sound by the Atmosphere"; and one by Prof. Balfour Stewart on "The Sun and the Earth." The price is twenty-five cents a number, or $2.50 a volume.

THE AMERICAN EDUCATIONAL FIFTH READER. Arranged and Graded for the Use of Schools. New York and Chicago: Ivison, Blakeman, Taylor & Co.

This reader completes the new Graded Series which is competing for the honor of being the best published. The selections are excellent, both in style and matter, and they are so grouped as to avoid too abrupt transitions from one subject to another. The etymological analysis of words, and the topical analysis of the subject-matter of many lessons, are valuable features. But little space is devoted to the principles and rules of elocution. The mechanical execution, including paper, typography, and binding, is in the best style of this noted house. The illustrations are admirable.

THE GOVERNMENT OF OHIO: Its History, Resources, and Jurisprudence: also, a Brief Outline of the Government of the United States. For the Use of Colleges, High Schools, Grammar Schools, and for General Readers. By CHARLES R. BROWN. Published by Moore & Quale, Kalamazoo, Mich.

The general scope of this work is indicated by its title, but its perusal can alone give an idea of the amount of valuable information which it contains. It not only presents the more important facts in the history and government of Ohio, but this information is so arranged as to present a clear and full view of our state polity, with its practical results. The work should be read by every citizen: and all who take an interest in public affairs will find it an instructive and useful handbook. Much of the information which it contains should be taught in our schools, and, to this end, it should be generally adopted and used as a manual for teachers.

PICTURES OF LIFE IN CAMP AND FIELD. By BENJ. F. TAYLOR, Author of "Old Time Pictures and Sheaves of Rhyme," "The World on Wheels," etc. Chicago: S. C. Griggs & Co.

This attractive volume contains the best portions of the letters written by Mr. Taylor for the Chicago *Evening Journal* from the front, in the most eventful days of the late civil war. These graphic pictures of battle scenes and army life are the finest specimens of descriptive writing which we have ever read, and competent judges pronounce them the finest in the English language.

OUR FIRST HUNDRED YEARS: The Life of the Republic of the United States of America. Illustrated in its Four Great Periods: Colonization, Consolidation, Development, Achievement. By C. EDWARDS LESTER. New York: United States Publishing Company.

We have received the first three parts of this serial, which is to be completed in twelve monthly parts. It is not so much a history of the Republic as a sketch of its life—a biography. Its appearance in monthly parts will enable thousands to read it who would not undertake the reading of a large volume. The work is handsomely printed on heavy paper.

THE BROOKLYN JOURNAL OF EDUCATION is a new venture in educational journalism. It is about twice the size of THE NATIONAL TEACHER, is handsomely printed on heavy tinted paper, and is furnished at the low price of $3.00 a year. It aims to present a more thorough discussion of pedagogical questions than is possible in the smaller journals, but the attention devoted to science, literature, and art, gives it little advantage over them, so far as space is concerned. The three numbers, now issued, contain several very valuable papers, and they promise that the magazine will richly merit success. We shall watch its progress with special interest, and shall accept its attainment of a paying circulation as the proof of a marked change in the profession of teaching.

THE AMERICAN NATURALIST for June contains a very interesting illustrated paper on "The Pottery of the Mound Builders", by Prof. F. W. Putnam; a second paper "About Starch", by Prof. M. W. Harrington; "Biographies of Some Worms", by Prof. A. S. Packard, Jr.; and other shorter papers of great interest to all students of natural history. It is published by the Peabody Academy of Science, Salem, Mass., at $4.00 a year.

THE PENN MONTHLY, now in its sixth volume, has won a high reputation for its impartial and able discussion of the social and political questions, constantly arising in our national life. The opening numbers of the current volume contain a series of very thoughtful articles on "National Education." It is published by the Penn Monthly Association, Philadelphia, at $3.00 a year.

NEW BOOKS RECEIVED.

MASTERPIECES IN ENGLISH LITERATURE, AND LESSONS IN THE ENGLISH LANGUAGE. In Four Books. Vol. I. By Homer B. Sprague. New York: J. W. Schermerhorn & Co. Price, $2.25.

ORIENTAL AND LINGUISTIC STUDIES. Second Series. By William Dwight Whitney. New York: Scribner, Armstrong & Co. Price, $2.50.

MANUAL OF ENGLISH RHETORIC. By A. D. Hepburn. Cincinnati and New York: Wilson, Hinkle & Co. Price, $1.25.

COLTON'S NEW INTRODUCTORY GEOGRAPHY. New and Improved Edition. Containing Preliminary Development Lessons. New York: Sheldon & Co.

THE COMPLETE ARITHMETIC, Oral and Written. By Daniel M. Fish, A.M. New York and Chicago: Ivison, Blakeman, Taylor & Co. Price, $1.40.

FIRST BOOK IN ARITHMETIC, including Oral and Written Exercises. By Daniel W. Fish, A.M. New York and Chicago: Ivison, Blakeman, Taylor & Co. Price. 50c.

SCHOOL REPORTS.

Twenty-Seventh Report of the Public Schools of the City of Washington. 1873–74. J. Ormond Wilson, Supt.

Forty-Sixth Annual Report of the Public Schools of Baltimore, Md. 1874. Wm. R. Creery, Supt.

Twentieth Annual Report of the St. Louis Public Schools. 1873–74. W. T. Harris, Supt.

Report of the Public Schools of Maryland. 1874. M. A. Newell, Secretary.

Report of the Common Schools of Warren County, Iowa. H. A. Huff, County Supt.

Sixth Annual Report of the Public Schools of Nebraska. 1874. J. M. McKenzie, Supt.

Sixth Annual Report of the Maryland Institution for the Education of the Deaf and Dumb. 1874. Charles W. Ely, A.M., Principal.

PAMPHLETS AND CATALOGUES.

Annual Catalogue of Otterbein University. 1875. Rev. H. A. Thompson, D.D., President.

Register and Catalogue of the University of Nebraska, Lincoln, Nebraska. 1874–75. Allen R. Benton, A.M., Chancellor.

Catalogue of University of Lewisburg, Pa. 1874–75. Rev. J. R. Loomis, LL.D., President.

Catalogue of Grand River Institute, Austinburg, O. 1875–76. J. Tuckerman, M.A., President.

The Legal Prevention of Illiteracy. By B. G. Northrop, LL.D., Secretary Connecticut Board of Education.

Report of the Board of Commissioners Fifth Cincinnati Industrial Exposition. 1874.

J. C. RIDGE, Cincinnati, O., can be engaged to do Institute work in his specialty of Elocution and Primary Reading, at any time during the year. Refers to John Hancock, Dayton, O., Thos. W. Harvey, Painesville, O., and E. E. White, Columbus, O. may-3t.

TO TEACHERS AND STUDENTS.

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THE

NATIONAL TEACHER:

A MONTHLY EDUCATIONAL JOURNAL.

Vol. V. AUGUST, 1875. No. 8.

ORAL READING.

I think I may safely say that, of all the young men and young women, to whom I have given instruction during the last ten years, not more than ten per cent could read, at sight, an ordinary newspaper article fluently and intelligibly. Give many of them a page of average prose to read, and they will often stop, stammer, repeat, and mispronounce even common words: they will leap a period-chasm without apparent effort, but fall breathless at a comma. A word somewhat unusual, though not difficult of prounciation, is a barrier to their further progress, and they must be pushed through it or boosted over it before they can go on. Their reading is mechanical, monotonous, spirit-killing. It is a mere attempt at calling the words, and an unsuccessful one at best, since any mere word-calling is not reading.

What then *is* reading? It is the vocal transfer of a writer's thoughts and feelings to the mind of a listener—a sort of oral projection of the mind of the writer upon the mind of the hearer. It is implied that the reader takes up the thought and feeling of the writer into his own intellect and heart, and then conveys them by means of vocal expression to the intellect and heart of the hearer. It is obvious, therefore, that the good reader must be intelligent; must be quick to see, and quick to feel. He must understand what he would read. For the time being he must stand in the writer's place, thinking

his thoughts after him, and gathering into his own bosom all the emotions of the writer.

This is a great deal, but it is not all. We have secured the spiritual impression; there must now be had the physical expression in order to communicate that impression to others. The reader's voice must bridge the space between the giving and receiving souls. Spoken words are wanted—winged words—messenger birds—to fly from lip to ear, and bear the message from soul to soul.

What are spoken words? They are but air-puffs, made audible. The lungs are the reservoir of the raw material, which they supply as wanted to the physical laboratory above. The mouth, not to be too precise, is a word-factory.

Obviously the physical expression will depend upon the factory. If a part of the machinery be wanting, as palate, or tongue, or teeth, or if it be stiff, unwieldy, or in any way fettered in its action, or if the motive power of the will be weak or insufficient, the product must be of doubtful value. Coins clipped all round the edge, and having no stamp, and being of light metal too, will not pass current, nor serve the purposes of commerce. What message can words that die before they are born, convey? If words are vehicles on which thoughts ride from soul to soul, will they be of any service if the propelling power fails and leaves them to fall midway on their course? or if they are so constructed that no thought can find a seat? or if they start off on their journey without taking any thought aboard?

Good reading is intelligible. The good reader makes himself heard and understood and felt.

What are the characteristics of the reading of which I complain? Without attempting to enumerate all the particulars in which it falls short of good reading, I will say that they naturally fall into two classes. There are (1) those which arise from a want of that *spiritual impression* which is essential to the good reading, and (2) the faults of *vocal expression.*

I. To what is this lack of spiritual impression due? So far as a reader fails to comprehend his author, he will have no thought to utter, and will be a mere parrot, or a machine grinding out words—say at the rate of 160 a minute. If he fail to perceive the logical relation of the ideas, or their relative value, he will surely fail to give his reading the shading of emphasis which expresses to the hearer such relative value.

Sentences, interrogative and declarative, hortatory and exclamatory,—nouns, prepositions, interjections, and verbs,—all alike are given in one tone. It is conceded that even such reading may be understood, but only at the expense of the hearer's attention: he soon tires and attends no longer.

This fault must not always be attributed to want of capacity on the part of the reader to comprehend the meaning of the author. You know that the failure to understand the writer is due to the fact that no *effort* has been made to understand him, and no effort has been made because it may not occur to the reader that there is any meaning couched under the forms over which his eye passes,—that any effort is necessary beyond what is required to articulate the words. The pupil may even sit down to study (?) what he is to read. There are words in the selection which he has never seen before; he guesses at the pronunciation; no dictionary is consulted for definitions. "*Sundries*" might as well be substituted for every such word.

The fact is, that from childhood, through all his training in school, he has dealt with words as *dead* things. The truth may have been thrust into his consciousness that words are "fearfully and wonderfully made", but he has never been taught that they are informed with life—have living souls. Words have been used almost wholly for lessons in spelling. Husks have been fed to him from the beginning. His reading lessons have been exercises upon marshaled corpses, to learn to distinguish one from another, with occasional practice in disjointing some of them. Though the most of the words be those which he puts to use daily with no lack of intelligence, yet when they appear before him on the printed page, they are either unrecognized, or viewed as dead and laid for burial. He may call their names, but his voice and manner will be unnatural, and his tones will lack the potency of a resurrection-trump.

The remedy is obvious, even if hard and slow in operation; but the *preventive*, also obvious, is comparatively easy of application. Children must be taught, and made to feel, that words do mean something,—that *every* word has some meaning, and they must be made to understand what that meaning is. They must not be allowed to stick in the bark. They may as well be taught from the beginning practically to distinguish between form and content, shadow and substance, letter and spirit, body and soul. Let children have first presented to

them those simple words which they have already learned to use, and which, therefore, represent ideas with which they are familiar. By all means discard those inane phrases and sentences that are so numerous in primers and first readers. It need not be a difficult task to find interesting words and pleasing combinations of words which children can be taught to utter, with the naturalness of original expression. When a new word is introduced its meaning must be made plain, and it must be used, handled, till it can be used properly and readily. Herein the teacher may show great skill.

II. The faults or deficiencies in *physical expression* remain to be considered. These are manifold, too many to be here mentioned in detail. I will speak of a few that are common and may be cured.

There is the difficulty which arises on the appearance of an unknown word. Some adventurous spirits will take a hasty look and then shut both eyes and strike out wildly for it, "hit or miss." The greater number, however, will modestly stop at once, as in the presence of a stranger to whom they have had no introduction, and whom they know not how to approach. The word is a barrier which they can neither climb nor leap. Accustomed to being lifted over all hard places ever since they began their a-b-ab's, they stand and wait, looking up to you with a look that seems born of reproachfulness and imbecility.

This inability to cope with a new word is generally due to ignorance of the powers of the letters and of the various combinations of letters. The remedy will be found in *phonic spelling*, begun very early, perhaps with the first word, and soon combined with ordinary letter spelling, to which must be added the naming of the silent letters, if there be any.

The little child that has been so trained for one year, will master new words more readily than one who has had the usual training for two years. By such drill he is made surer tongued. If by and by he stands in the presence of stranger vocables, he will not wait for an introduction. He has learned how to approach them and to make their acquaintance.

In this connection, I must express my high opinion of "Leigh's Pronouncing Orthography" for primary grades. I would like our ordinary characters with Webster's markings of the vowels and consonants, but the silent letters present too great an obstacle. No device, so far as my knowledge goes, for

indicating such letters to the eye, has been found that will bear comparison with Leigh's.

Another obstacles in the way of fluent reading is want of *eye-power*. It is too slow in its action, and the tongue overtakes it and stumbles. One who remembers how much has to be considered and settled by the mind of the reader before the tongue ought to pronounce the words,—that the drift of the thought must be carried, that the meaning of the sentence as a whole, and the relative worth of the various clauses, and even the pronunciation of the words, must be predetermined,—will see at once how important is the prompt and correct action of the eye, and that its place is considerably in advance of the tongue. The eye, then, needs training in what may be called *ocular gymnastics*. It must have a predatory practice, until with a swift swoop it can dart upon an entire line, or more, and carry it away at a glance.

The failures which are the result of improper or defective use of the organs of speech, claim attention, but will soon be dismissed. Here we are all in fault,—in our daily speech as well as in our reading. Our utterance is either feeble, or indistinct, or both. The organs are all right. For simplicity and mutual adaptability, for ease and rapidity of adjustment, for the variety as well as possible perfection of products, our vocal machinery is wonderful beyond expression. But we either fail to learn its use, or are too indolent to make it efficient, or we fail to furnish an adequate supply of air—of the raw material of which words are made. Hence abortive words, words shorn of their fair proportions, the halt and the lame, the weary and faint, the sickly and dying.

Now what must be done to cure all this? *Exercise*—exercise *intelligently*. Directions for such exercise may be found in various manuals.

For the *children* what? The same thing in kind. *Phonic spelling* from the start, and continued daily for a year or two, and at longer intervals subsequently, but not abandoned till the child leaves reading as a school exercise. This phonic practice will, however, be nugatory and useless, unless, like all valuable gymnastic exercise, it have life and system. There must be vigor in the production of every bone. No listless, indolent lifting and lowering of the arm will develop its muscle. There must be system enough to secure the training of

every one of the organs of speech, including the muscles which govern the movements of the lower jaw.

Both the evil considered and its remedy are obvious enough, and easily stated. The evil we have; the remedy we see. But how shall the remedy be applied? That is the question. Where are the teachers who are competent? How many of them interest themselves in the matter enough to inquire whether there be any evil, or any remedy? Content to do as they have been done by, the most give time enough to reading, more indeed than is really needed; but they give no thought to the question whether there can be any improvement in the manner of teaching it.

Are county superintendents blameless? How many of them, or of other examining boards, ever examine applicants for certificates one-half as thoroughly in reading as in geography? How many are competent to make a thorough examination in reading? How many think it of any consequence whether a teacher can read well or not, provided he knows the name of the ninth President of the United States, and can "diagram a sentence"?

Let all who appreciate good reading not be wanting in well-directed efforts to hasten the *Reading Millennium.*

Urbana, Ill. J. C. PICKARD.

REFORMS IN PRIMARY SCHOOLS.

The fact that a large number of the pupils of the public schools leave before they have finished the primary school course (or when they have finished it), ought to be distinctly recognized and provided for. Three thousand boys and girls graduate every year in the primary schools to less than five hundred a year in the high schools. If, therefore, we adopt the Benthamite maxim of "the greatest possible good to the greatest possible number", the interests of the primary schools must be regarded as of paramount importance, and the weight of our educational effort must take this direction. Even if our sole object were to raise the grammar and high schools, we could best attain it by putting levers under the foundation, and raising the whole structure at once.

1. The primary schools should have larger rooms and better accommodations. Good work can not be expected when the

surroundings are cramped and uncomfortable. The city authorities have of late shown a commendable spirit of liberality with regard to buildings, and we hope that before long *all* the primary schoolhouses in the city will be raised to the level of the best now in use.

2. The classes should, if possible, be made smaller. With respect to the number of pupils that should be assigned to a single teacher, theory and practice are at variance. Theory says that the younger the pupils are, the less capable they are of being taught *en masse*, and the more they stand in need of individual instruction. Theory also says that when pupils have reached a certain degree of advancement, when they are able to give continuous attention to the exercises, when they know enough to become conscious of ignorance and willing to ask for information, then a large class may be handled as easily and as profitably as a small one. But in practice we generally find the beginners in the largest classes (and often in the smallest and most uncomfortable rooms), while as we ascend the scale the numbers decrease and the comforts increase. If we would do equal justice to all, these conditions must be reversed.

3. The youngest pupils need the most experienced teachers. They do not need teachers of great learning, but they do need teachers of much tact, discretion, wisdom, and patience. It is at the beginning that a child needs most help; as his education advances he learns to help himself. At the start he is utterly dependent on his teacher; he is like an infant unable to walk, or even to stand alone, and obliged to lean upon his nurse until by practice he has acquired the use of his limbs. But in the course of time he becomes, to a certain extent, independent of his teacher, and draws instruction mainly from his text-book. Here again theory and practice at at odds. The youngest teacher is ordinarily assigned to the youngest pupils; and when, after much experimenting, she has become familiar with her duties, she is "promoted", and another novice takes her place, and the experimenting begins again. Inexperience must be employed somewhere, it is true; but is it reasonable to concentrate *all* the inexperience just where it can do the most harm?

4. If we could obtain for primary schools teachers of greater experience, it would be practical to raise the standard of work. It is not proposed to ask for any material addition to the studies now on the schedule; but merely to suggest that, with greater

facilities, the work now attempted could be done better, and in a shorter time. We fear that imperfect work is sometimes excused on the ground that deficiencies in a lower grade can be repaired in a higher; and there would be reason in the excuse if we were sure that the pupil would remain long enough at school to have an opportunity to make the necessary repairs. But as the time that any pupil can give to his education is uncertain, and as it is certain that very many of the primary pupils quit school before they have passed through all the primary grades, it becomes a matter of pressing necessity that the work done by every pupil should be perfect as far as it goes. If a scholar has passed through the Second Reader, he should be able to read it not "well enough", but absolutely well. If he has learned multiplication (and no more) in arithmetic, his knowledge should be so exact and so thoroughly under control as to be available for practical purposes.

In short, if we are right in our views, every step in a child's education should be a real advance in his preparation for life-work, and not merely a preliminary for taking the next higher "degree" in the scholastic course.—*Maryland School Journal.*

THE TEACHER.

It is a truism that can not be too emphatically repeated, that in order to have the best schools, we must have the best teachers—teachers of large culture, who know, not only *what* to teach, but *how* to teach.

Many suppose that any one having a sufficient education can keep a good school. This is a great mistake. There is no profession that requires such a combination of rare qualities in order to excel, as that of a teacher. The most accurate and thorough scholarship will not suffice. There are natural gifts, which no culture or training can impart, equally necessry to success. It is not a difficult or laborious task, for one comfortably seated in an arm chair, to hear recitations from a book, and to notice whether they are recited word for word. Almost any tyro can do this. But this is not teaching. The mere memorizing from books is the abomination of the schoolroom.

A true teacher is ever a quickening spirit, full of enthusiasm and life. His aim is not so much to pour into the mind as to

draw out, to awaken the dormant energies of the inner life, to lead on to higher and still higher attainments. He who would conduct his pupils along the paths of knowledge must be able, at every step, to point out the beauties of the way. No other should attempt to lead. It is not by threats or by force that the youthful faculties are most successfully developed; but by the attractive power of knowledge.—*Supt.* DANIEL LEACH, *Providence, R. I.*

OHIO TEACHERS' ASSOCIATION.

PROCEEDINGS OF THE ANNUAL MEETING, HELD AT PUT-IN BAY, JUNE 29TH AND 30TH AND JULY 1ST, 1875.

I. Superintendents' Section.

The Association was called to order at 10 o'clock, Tuesday morning, June 29, by Samuel Findley, of Akron, chairman of the Executive Committee.

Prayer was offered by Pres. B. A. Hinsdale, of Hiram, Ohio.

The President elect, E. F. Moulton, superintendent of the public schools of Oberlin, O., then proceeded to read the following—

INAUGURAL ADDRESS.

The last quarter of a century has witnessed great progress in our educational systems and methods. The system has been enlarged by new methods, and methods have been developed by the better system. Systematic and methodical instruction has become nearly universal in our schools. It has also become very efficient, when vitalized by the young life and fresh thought of the instructed, and energized by the stronger life and more vigorous thought of the instructor. Otherwise the best systems and methods of education become lifeless skeletons.

But, while a grand system of education, the boast as well as the glory of the Republic, has been built up, and while new methods of instruction have been discovered and old methods have been eliminated, to the extent that the educational machine is nearly perfect, the schools are furnishing the same mental pabulum, for the accomplishment of the same end, as they have done for centuries. The change is simply in the style of serving up the feast. This undoubtedly is wise; for history and experience prove that the food is nourishing, and the end accomplished good. There is a tendency on the part of our modern instructors to change the diet, and thus accomplish another end, which they call practical. It is by no means certain, however, if they should succeed in the first change, the second would follow.

It is not the purpose of this paper to discuss the mooted question between the classicist and the scientist; nor to determine how or with what methods instruction shall be given; but rather to consider to what end and purpose our youth are to be educated and trained. The inquiry will reach farther. Are the people of this country demanding as products of our schools *men* and *women*, parents and citizens, well developed, well poised, and well trained in character and in intellectual power; or are they demanding that our schools shall produce ministers, doctors, lawyers, bankers, merchants, machinists, carpenters, and shoemakers, thus verifying the appellation that America is a nation of shopkeepers?

We are to educate and train our youth for the following purposes, viz., first, to be men and women, endowed with all the prerogatives of a perfect manhood and womanhood; secondly, for parents; thirdly, for citizens; fourthly and specifically, for the professions and industries of life. We shall first discuss in general the indirect objects and purposes of education, not as classified above, but applied in general to the social and governmental institutions of our land. We shall next show that men women, parents and citizens, the professional and business men, are the proper products of the public schools; and we shall endeavor to show that having produced the complete man and woman, by a harmonious culture of mind and heart, we shall have accomplished the other purposes named more satisfactorily than could possibly be done by reversing the order, placing the last first and the first last, as the practical educationist would do.

Draper has said that the individual is the archetype of society. It has also been said that all governments are the reflex of the individuals composing them. The individual is educated, not alone that he may be happier and more prosperous, or that he may have greater power for his own aggrandizement; but that his influence in moulding and elevating society may make others happier and more prosperous in the affairs of life. In educating the individual for citizenship, the object is not only to make a good citizen *per se*, honorable, upright, and intelligent in matters pertaining to the state; but that the reflex of his life, thought, and action upon the government may make it better, broader, purer, more liberal, and also more just and efficient in framing and executing its laws. Draper has also said that individual development is the model of social progress. Society is what the individuals forming it make it. The individuals are what the home and the school make them. Whether the social fabric is built upon foundations which are broad and secure, and whether its structure has in it the elements of permanency, growth, and purity depends largely upon the training of children and youth. Social reform grows out of a broad and liberal culture. Social progress is the result of a large intellectual and moral development. The pulse of society is the pulse of the individual. And the blood that passes through all the veins and arteries of the body of the individual, giving it life, health, and power, is the same that gives life, health, and power to society. If the beatings are regular, vigorous, and strong in the heart of the individual, society is in a progressive, vigorous, and healthy

state. The home and the school are the heart and the head of our social and civil institutions. The roots of the latter strike deep into the nourishing soil of the former, and draw from it their nutriment and life. The rays of light and warmth which are reflected from the hearth stones of our homes, and from the altars of learning in our schools, vitalize, illuminate, and make resplendent the principles of personal liberty which stand as so many mighty columns upholding a nation; glorious, powerful, and illustrious; a nation unsurpassed in its developed and undeveloped resources; in its civilization, and in the enlightenment of its people. To cherish, to augment, to perpetuate, and to perfect the social, the educational, the religious, and the governmental institutions of our land is the foremost object to be kept in view in training and educating the youth in our schools.

Ignorance is *chaos*. Knowledge is *cosmos*. The first is destructive, carrying with it physical, mental, and moral ruin. Anarchy, vice, and confusion are its offspring. It envelops the mind in the blackness of darkness of night, and enshrouds the soul with a mantle of cloud which even the flashings of God's lightnings can not penetrate. The second is constructive, carrying with it physical, mental, and moral order and growth. Order, virtue, and system are its offspring. This gives the light of intelligence to the mind, and to the soul the light of God's countenance. It evolves great physical and moral truths. It bids the earth and the heavens give up the secrets of their creation and they obey. By it the universe is brought before the astonished gaze of man, and the laws of its movements are unfolded to his mind; and the attentive ear catches the sound of the sun, moon, and stars as they revolve in harmony with the music of other spheres. To this order or cosmos the earth yields up its material and mental wealth, enriching, ennobling and elevating society, and giving power, influence, and efficiency to every department of labor and learning.

There is another purpose in education, and without doubt another value. The purpose is to increase individual capacity for the various departments of business. Its value is purely a pecuniary one. This object, under certain limitations, is surely laudable. If it is to use wealth as a means of adding to our homes, comforts, and objects that tend to refine and elevate the characters which are being formed in them; and if it is to give power to improve and enlarge the social condition of all men, the purpose is indeed a laudable one, and worthy the serious consideration of the educators of the land. If, on the other hand, the education given be of that kind which incites in our youth a greed for gain for purely selfish purposes; and if the tendency be to develop in them miserly and niggardly spirits; or, if this so-called practical education cultivates acuteness and shrewdness for sharp practices in business, that thus men, becoming suddenly and immensely rich, may get control of the social and political affairs of our country;—then, indeed, will the public schools, designed to be the safeguards, as well as the promoters of our republican institutions, add to the corruption which is sweeping our land from sea to sea, and from the lakes to the gulf, and whose deadly influence is felt in every hamlet, village, and

city in its wide domain. Some seem to hear the death knell of the republic in the distant future. Many say its life is in the public school, and its future (if it is to have a future) is in the proper training of the rising generation. How important, then, that the school, out of which are the issues of life to the nation, should bear healing on its wings; and, from its heart, diffuse through hill and valley, and over plain and mountain-top, the true elements of a republic's growth, frugality, industry, integrity, and knowledge. There is danger that the training for special trades and business, without at the same time educating the intellectual and moral faculties for the purpose of their growth and discipline, would result in weakening the many forces which are at work, the world over, for its higher civilization in the promotion of its trades and industries. The very interest which such a training would be expected to subserve would be subverted.

National and individual wealth increases in proportion as moral and mental culture is promoted. As the mind receives power and strength through proper training for great discoveries in the various phenomena of nature, as well as in mental and spiritual truths, so, by the same training, it receives power and capacity for higher attainments in the field of commerce, agriculture, manufacturing, and the trades. Would our and other lands be net-veined all over with the iron rail and the telegraph wire, if the education of Watts and Franklin had been confined to the narrow limits of the shop, or the laboratory? The utilizing of the discoveries of these great men is only equaled by the discoveries themselves; and Morse and Stephenson who brought into practical use the power of steam and electricity, needed and possessed no less knowledge and mental training than the distinguished men already named.

I might speak of many other discoveries, and their utilization, which have increased the wealth of individuals and nations in all civilized lands, but the one illustration is sufficient for my purpose. It shows that a well-disciplined intellect and a symmetrically developed character are the money-makers;— not by salary-grabs, bribes, and embezzlements, but by production, invention, and discoveries.

2. Having shown the indirect objects and results of education upon society, governments, and trades, we will proceed to the direct purposes of educating and training the youth in our schools. The first products of our schools, then, should be complete men and women.

God, by the grandest sentence ever uttered by divine or human lips, said, "Let there be light; and there was light." "And the evening and morning were the first day", and the first wonderful display of God's creative genius. Then, from day to day, new creations came into being, each surpassing the former in splendor and glory, until the fiat came forth, "Let us make man in our own image, and after our likeness." Thus the grandest creation of Omnipotence was man. He was to have dominion over all things, and all things were to promote his interest. So the grandest products of our schools are men and women, raised by moral and intellectual culture from their fallen estate to their original and divine likeness. Thus, in a sense, God has given to the teacher for

re-creation the noblest work of His own hand. It is for him to take the child and reproduce the man and the woman, to the fullest capacity of their first creation, clothed in all the habiliments of a perfect and complete manhood and womanhood. Every boy or girl that enters our schools has tendencies and capacities pointing to the extremes of good and evil.

Physical space has no less limitation in its immensity for the movements of the body, than has moral space in its immensity for the movements of the soul. The mind and the soul of the child are wings, by which, if directed upward, it soars to the highest of Olympian peaks, and traverses the broad halls of the homes of Homer's gods; or, by which, if directed downward, it is borne with swifter flight to the abodes of Tartarus. Souls with such susceptibilities and such tendencies are the plastic clay, placed in the hands of teachers, to be moulded into men and women who are to be the fathers and mothers, the citizens and patriots, the ministers and teachers, the bankers and merchants, the manufacturers and farmers, the mechanics and artizans of the next generation.

Among the elements of manhood and womanhood intelligence and integrity stand abreast. One is the outgrowth of mental, the other of moral culture. Both, equally developed, produce the highest type of character. Character, thus generated, is power — the motive power which governs the world. It makes man *man*, and gives to him his supremacy. It adorns and beautifies life. Intellectual power sits upon the throne and wields the scepter; and mind and matter become subjects. Moral power, from behind the throne, guides the hand that holds the scepter; and these forces are wrought into the very fibers of national and individual life, and men and women of mental power and sterling worth are the result. Intelligence, as a quality of manhood and womanhood, means knowledge, culture, discipline, common sense, and an enlarged capacity for brain labor. Integrity is the largest factor that enters into the structure of the true man and woman; and comprehends honesty, truthfulness, genuineness, conscientiousness, and all the finer qualities of the heart. It has been well said, "The moral grandeur of independent integrity is the sublimest thing in nature; before which the pomp of eastern magnificence, and the splendor of conquest, are odious as well as perishable."

Energy and industry are essential factors in the composition of true manhood. It is not ease but energy, not idleness but industry that make men. Genius alone has never made discoveries in any field of investigation. Talent alone has never invented any article of the smallest utility. The greatest and smallest of all discoveries and inventions have been wrought out by energetic and persevering labor. Constant and vigorous effort is the key that unlocks Nature's doors, and unfolds, one by one, her mysteries. It has made more men great and distinguished, in every department of life, than all else. The experienced teacher rightly expects more from the pupil of energetic and industrious habits than from the one of brilliant attainments. He is not disappointed either in the student or in the man in after life.

Self-reliance and self-respect can not be omitted in man's development. To rely upon one's own powers gives strength and growth to his manhood, and makes him strong and efficient for every undertaking in life. Through self-reliance a person gains self-respect. There was self-respect in that boy who, when he was asked why he did not pocket some pears, for nobody was there to see him, replied, "Yes there was: I was there to see myself; and I do n't intend to see myself do so mean a thing."

Courage is another quality that gives dignity and manliness to manhood; and without which all the other elements named wane and weaken. A moral courage that dares to do right, and fears to do wrong, adds a chaplet to the head of him who stands erect upon the pedestal of his own honored life, adorned in the beautiful garments of a spotless manhood.

Cultivating and developing all these qualities in our youth—intelligence, which comes from a well disciplined mind, and the garnered knowledge of many years of study; integrity, and all which it includes of honesty, truthfulness, faithfulness; energy, which is the mainspring of human action; industry and perseverance, the motive power of all activities; self-reliance and self-respect which gives strength and a consciousness of strength: and courage, which opens up the way, and leads all the other manly qualities to brave endeavor and to conquest—we shall have a race of men and women worthy of and prepared for the highest responsibilities of life, that of parents. In training men and women for parents, the school is doing its highest work—a work that is not limited by time. Future ages shall gather the harvest of the teacher's sowing. The fathers and mothers of the next generation are being trained in the schools of to-day.

The home life and the home training, not only of their children, but of their children's children, to the remotest future, is in the teacher's keeping. There is an education in the home, over which the father and mother should have supreme control, which should not be ignored or meddled with by teacher or superintendent. In these tenderest years impressions are made, emotions and thoughts germinated, and an education begun, which should be carefully nurtured, and wisely continued in the school. Thus should the home and the school training be so blended as to give the best types of men and women, those who shall possess these highest qualities of mind and heart, fitting them eminently for the nurture and training of their offspring.

These elements, which enter so largely into the composition of a complete manhood and womanhood, and produce parents endowed with all the nobler qualities of fatherhood and motherhood, are the same that are specially needed to make the good citizen, and fit him for the high duties that devolve upon him as such. The citizen is so closely allied to, and so much a part of, the government of this country, that the very existence of the latter depends upon the intelligence, the honesty, the purity, and the patriotism of the former. These same elements, in accordance with this development theory, which make the man, the parent, the citizen, are those which are especially needed in the professions and industries of this country; not only that purity and honesty

may take the place of corruption and dishonesty, which are so alarmingly prevalent in business circles everywhere, but that professional and business men, in all their legitimate operation by mental discipline and minds well filled with knowledge, shall have greater capacity and skill for complete success. All that a boy or girl has gained in power, in knowledge, in character, by means of a general education, can be brought into and applied to any special department which they may wish to enter as men and women. Crude and narrow-minded empirics, who are so numerous in this country, not only in medicine, but in law and theology, and who are also found behind the banker's desk, and the merchant's counter, in the mechanic's shop, and behind the plow, are the products of that kind of education which is special, and which is called practical—an education which has for its object the training of our youth for special vocations by which they are to feed and clothe their bodies, to the neglect of mind and soul. Will not a general education, with the discipline which it gives, prepare the man for his special vocation better than a training confined entirely to his line of work? Had we better build our houses upon the sandy foundations of specific acquirements, or upon the rock of a broad and generous training? Which is practical? There has been a great deal of speculation as to why our commercial colleges have not been able to produce better, and more efficient, business men. The charges have been that they are not thorough in the instruction given. Many of these colleges have fallen into disrepute, especially among business men. The real trouble is not so much in the schools, or the instructors, as in the pupils, whom they admit without any qualifications or mental acquirements. The young men that rush to these colleges, expecting to obtain a good business education in a few weeks, or months at least, are, for the most part, ignorant of the branches taught in our lowest grades; and they have not acquired the power even to learn or study. Here we have specific study for a specific purpose, and the result is, to a great degree, a failure. And I believe this will be true in every effort that is made in this direction. The carpenter at his bench, the shoemaker at his last, the blacksmith at his forge, the mason with his trowel, the painter with his brush, and every one engaged in the trades and professions, will be all the more skillful and efficient workmen, and will get on in the world all the more prosperously and successfully, if underneath this special knowledge in their various departments of work there is a strong and vigorous mind, well disciplined by thought and study. When the man absorbs the trade, and not the trade the man, we shall have better specimens of both, and, whatever the vocation, a man will be a man "for a' that, and for a' that." Education is not to raise man above labor, but rather to lift labor up and give it dignity; and thus every vocation in life can be ennobled or degraded by the character, intelligence, and honesty of the men and women engaged in it.

All knowledge and discipline is practical, if put into the head of a practical man or woman. To some minds nothing is practical; but in this country individuals of this non-practical character are happily rare. There is no such thing as a "disqualifying culture." All knowledge can

be utilized, and will be, if it does not get into the head of an intellectual idiot.

Then do I believe, if the education and training in our public schools shall be of such a character as to produce the highest type of men and women, the true and wise parents, the good citizens, the best professional men, the most honest and efficient merchants and bankers, the most skillful mechanics, the most energetic and industrious workingmen and women in all the industries of our country, they will thus be answering the demand of the American people for a practical education more fully than could possibly be done by turning our schools into business colleges and apprentice shops.

After the reading of this address, the secretary being absent, L. S. Thompson, of Sandusky, was elected secretary *pro tem.*

The discussion of the Inaugural Address was then opened by Supt. M. R. Andrews, of Steubenville, as follows:

I scarcely know where to commence a discussion of this able address, and can only add a few thoughts in the way of queries, which I hope some of our more experienced teachers may assist in answering. In the first place are there not erroneous opinions in regard to the true object of culture in our schools? These have an influence in determining the relative time and attention which shall be given, even to the topics in an elementary course. It seems to me that we need more culture in English in our public schools. By this I do not mean more study of technical grammar, though this deserves all the attention that has been given to it, nor that more time be given to language, but that there should be such a course of training as will infuse into the pupil a love for a better class of literature. It is a matter of reproach that our pupils after a confinement of so many years within the walls of the schoolroom, go away without the ability to express themselves properly in writing, and with little love for reading of an instructive character. It may not be expected that a person of fifteen or sixteen would read with admiration the works of Carlyle, but he may appreciate Addison, Irving, and many other authors that might be mentioned. The teacher who has awakened a love for works of this kind has attained one of the highest aims of the teacher, that of making himself useful. But I do not hope that such culture can be made universal until some method can be devised for testing the results of such work. And how we can fully test this work, is a problem which I acknowledge my inability to answer. It is true that the teacher who takes a great deal of pains in regard to expression in the reading lessons, and illustrates geography by lessons from biography and travels, may indirectly influence the result in these branches. But so long as the teacher is a mere drill-master, seeking to attain favorable results in appearance by a process that will crush out all love of literature, and cause children to loathe the sight of a book, we can expect nothing else. I think something better may be devised, and I think it no charge against the integrity of our teachers to say, that, so long as superintendents and boards of education shall pay ex-

clusive attention to certain topics and examine principally upon them, and estimate the degree of the teacher's success by the success of the pupils in certain branches to the exclusion of others, these will receive the greater attention and that other subjects are likely to be slighted. The question which I would like to have answered is this, how to test the result of that culture which shall create a love for literature of the higher kind. From certain reports we learn that our friends in Columbus have been making some advancement in that direction, and, if so, we would like to hear from them.

Again, since it is desirable that all classes remain in our schools as long as possible, should not greater provision be made for those who wish to take a collegiate course? I do not mean simply greater provisions for Latin and Greek in the high schools, but also for promoting those who wish to study Latin in the grammar schools. In the cities this can be done, as the high school and the grammar school are generally in the same building, and the high school teacher can hear them recite. In the larger towns teachers in the grammar schools may be found who are both able and willing to hear elementary classes in Latin.

We have heard of the imperfect results of business colleges. Not only does this imperfection pertain to business colleges, but sometimes there is a disposition upon the part of school authorities to partake of the national characteristic of rushing forward without doing thorough work, and pupils are frequently pushed forward much faster than they are prepared to advance. I know of no better way to restrain this disposition than by securing good teachers and retaining them a sufficient length of time to enable them to do thorough work.

In order that our pupils may become useful citizens, is it not reasonable to demand that the form of government in our schools should bear some analogy to that to which the children will soon be called to administer? If the instruction of our public schools is not such as will fit the children to become useful citizens, then may our schools be considered a failure. I think the spirit of our government can be taught in the schools without very great difficulty. And it is important for us to remember that while mere passive habits of obedience may be sufficient for a government under a Napoleon, it is not enough for the children of a republic. We have seen the futile efforts to enforce laws in this country that have not been sustained by public opinion, while that which is sanctioned by public opinion is enforced without any difficulty. So it seems to me in our public schools a healthy sentiment should be created in favor of law. All the rules and regulations of the school should spring from that sentiment and be sustained by the prevalence of such a spirit among the pupils, and an offense upon the part of any one should not be felt to be merely an offense against the teacher, but against the public sentiment of the school. And though this so-called code of honor which screens the offender may sometimes seem necessary when a people combine against the rule of a tyrant, yet it will not do in a government for the people and by the people. (Applause.)

M. C. Stevens, of Salem: I understand the gentleman to say that he

would govern a school in accordance with the public sentiment of that school. The question I wish to raise is, whether we do not have to fight a little sometimes to create a correct public sentiment?

On motion of Supt. U. T. Curran, of Sandusky, Messrs. U. T. Curran, T. W. Harvey, of Painesville, and E. E. White, of Columbus, were appointed a committee to wait on Chief Justice Waite, and invite him to appear before the Association and make such remarks as he might think proper.

Presidens Eli T. Tappan, of Kenyon College, gave the following address on

QUALIFICATIONS FOR ADMISSION TO COLLEGE.

Mr. President and My Fellow Teachers: Your committee has appointed me to address you upon the subject of "Qualifications for Admission to College." Nearly all college catalogues have a page setting forth the "requisites for admission to college." One may have what is required of him by the faculty, and yet he may lack something which qualifies him for admission. The requirements extend to those things which can be reached by an examination, or by the investigation of such evidence as can be laid before the faculty. There are some things which can not be so reached. There are those moral qualities of which we have no evidence except in a certificate from the last teacher, and which we all know is very frequently a mere matter of form.

First, then, among the qualifications for admission to college place an *upright character.* The candidate should be all that is implied in the word *honest.* The same might be claimed for admission to the common schools, but the higher education demands a higher standard. The college is not for all. There are many who ought not to be admitted, or, if they are admitted, and found to be disqualified in this respect, ought to be got rid of. College is for the worthy. College is for those who can and will make a right use of the training and knowledge which they are there to acquire. At the age at which students go to college, their characters are to a great extent formed. The college is not to be a reform school. The college can not do the work of reformation except in a slight degree. It may well and rightly be done in elementary schools where the pupils are younger and their characters more plastic. There should be *earnestness.* The candidate should have a sincere desire to obtain this higher education. If he has it not at the start, he should be at least capable of being fired with this ambition. He ought to be one who goes, rather than one who is sent to college.

Another qualification is *intellectual ability,*—something more than is required in the elementary school. The merest elements of education may be attained by a much larger number than are fit to go through the high school. So, step by step, school by school, some weaken and fall by the way side. Our sympathies may be with them; we may wish to do all we can for them; we may assert it as an established principle

that every child should be educated as far as he is capable. At the same time we must acknowledge the fact that there is a limit to capacity, and that this limit varies with individuals. This want of intellectual capacity may be either a natural weakness, or it may be caused by neglect. The pupil who has been entirely out of school from the age of twelve to eighteen, in almost every instance, has so suffered by neglect that it is impossible after that to recover good habits of study. Persons having from any cause an inability for hard intellectual work, are unable to profit by a college course, and are not qualified for admission.

What should be the age? There is a limit both ways,—a maximum and a minimum. So far as my observation goes, very few are fit to enter upon this work after the age of twenty-four. The exceptions are where there has been a training in mental work. Those who have been engaged in professional labors or studies of any kind, may have preserved the ability to study. Particularly is this the case with teachers, for there is no training which so sharpens and strengthens the intellect as that which is obtained by the self-imposed task of the conscientious, faithful teacher. The minimum age, as a general rule, should be about seventeen. Many colleges place it at fourteen; some at fifteen; hardly any higher than fifteen. These rules are the result of the practice of a past generation. Candidates do not come now at such ages. Most of our college students here in Ohio are above seventeen years of age when they are admitted. I have rarely known candidates for a college course below fifteen. The average age, in my observation, has been a little over eighteen. Sometimes boys and girls have the knowledge of the elementary branches that is required for a college course of study, before they have arrived at the proper age to begin. A word as to such cases. Do not send them to college. They have not the maturity. If they able to do the work, they are precocious, and the best thing you can do for them is to put them at some other work. Some fathers send such to the farm, but do not do that. Let the other work be something that involves intellectual exercises. Put them in a surveyor's party, in a printer's office, or somewhere where they can be engaged in such work as will give them an opportunity for some intellectual exercise different from their ordinary course of study. To place a boy of that kind on a farm where he sees nothing of books for a year, is to put him in circumstances where he may have the worst intellectual dissipation, that is to say, he dissipates his capacity for intellectual exercise.

Aside from these qualifications, I might mention health and bodily strength. These are not made requisites. It is not necessary. They are not required by a faculty; but still, if we are discussing qualifications for college work, they ought not to be lost sight of.

Now after these three things, honesty, a desire for a higher education, and a faculty for hard mental work, there remains that which can be reached by an examination. This ought not to be an examination for grading, but only for passing. It ought to be thorough. It ought to be extensive. It ought to reach back over all this elementary matter that was referred to a little while ago in the president's address. It ought to

reach back to the spelling. A boy that fails in this, or in any one of the branches in an examination for admission to college, I do not say should be rejected, but should, at least, be saddled with "conditions" when he is admitted.

What ought to be the subjects of a course of study preparatory to admission to college? There is no marked distinction between preparatory and college work. I do not find any point of division on one side of which is preparatory work and on the other is college work, either in the aims pursued, the matter studied, or in the methods of teaching. We study language before and after; we study mathematics before and after. Our methods of instruction are, to a great extent, the same after as before. The variation in this respect is gradual. How, then, shall we get at it? We have these guiding facts. College work implies a *liberal education*, and in the United States the college course embraces four years. Then we can get at what we should have in the preparatory course if we can determine what constitutes a liberal course of study, and how much of it may and ought to be placed in the four years. Some five or six years ago the Ohio Teachers' Association appointed a committee upon the whole course of study. That committee, after much labor, made several reports. The report upon the course for colleges presented merely what ought to be required for the baccalaureate degree. It did not even attempt to divide the preparatory and the college work. I refer to that report because I had something to do with it, and because, after five or six years' study, I still approve of its recommendations, and have it in view in what follows.

I. *Language.* In the preparatory part of the work, we should have the English *practically*—talking, reading, writing, and, near the close of the preparatory course of studies, so much of the theoretical knowledge of language as consists in the study of grammar. Grammar is brought in altogether too soon, that is, the theoretical knowledge of it is brought in before children are able to understand it, but a knowledge of grammar for all practical purposes can be well taught and much perfection can be arrived at without this theoretical knowledge.

The difficulty is not with the English; it is with the other languages. And here, bear in mind, I am trying to give some general principles, to determine that which we would like to have, and which ought to be the course of study, if we could have it. An elementary knowledge of French and German ought to be in the preparatory course of study, enough knowledge of these languages to read them and to understand them when spoken. This does not imply the ability to speak a language, nor to write it. These languages ought to be studied at a much earlier age than has been customary. The modern languages should be acquired in early life for two reasons. Children can learn to pronounce a language correctly with much greater facility than grown persons. Those who have put off until they have arrived at mature years the study of modern languages, can very rarely master the pronunciation—a thing which can easily be obtained if they would begin at the age of seven or eight years, or even earlier. These languages should be taught

earlier than the ancient languages, because they are easier in a grammatical point of view. This is particularly the case with the French. The grammar of the French language is almost as simple as that of the English, of which some, who would like to make a sounding phrase, have asserted that we have no grammar at all.

The French can be learned with greater ease than either the German, Latin, or Greek. The Greek or the Latin, or both, may be postponed somewhat when we have these modern languages to begin with. Where that can be accomplished, there is a propriety in beginning the study of the ancient classics at a later age. The college course of study ought to include some knowledge of these four languages—enough of each to be useful to the student. That does not imply the ability to talk or write them. I say the Greek or Latin may be postponed, and I read from a report that was made by the Rev. Dr. F. A. P. Barnard, President of Columbia College, to the University Convocation of the State of New York, in 1866. "I am not quite sure", says that distinguished teacher, "that it might not be well to drop from the preparatory course the Greek altogether, and to leave that study wholly to the college. That is a question at which I will merely hint without discussing it. In such a case the omission would be with a view to make the preparation in Latin more thorough. And considering the great help which may be derived in the study of this language from the knowledge of the languages already acquired, especially from the French [he had referred in a preceding part of the report to the acquiring of French and German previously], there can be no doubt that a single additional year of study would result in a more satisfactory preparation for college than is now obtained in three or four or five years. Thus there could be secured along with a vast and valuable fund of real knowledge an immense economy of time."

I also read from the last annual report of the president of Harvard College his remarks upon this subject. President Eliot says:

"The desired connection between the secondary schools and colleges might also be secured by effecting certain changes in the requisites for admission to the colleges on the one hand and in the studies existing in the high schools on the other. If the colleges would accept, at the option of the candidate, a year's work in French or German for the year's work in Greek which they now require, and the high schools would make Latin a substantial part of their course of study for all pupils, the desired junction of the two classes of institutions would be practically effected. In the sole interest of the colleges, there is much to be said in favor of such a change in their requisitions for admission, and in the interest of the high schools, there is much to be said in favor of making Latin an important part of their prescribed course of study. But this is not the place to discuss this at length. They are simply spoken of here as one means of bringing together the secondary schools and the colleges."

I take pleasure in reading this extract, because the great authority of the President of Harvard goes to show what can be done toward bringing together our colleges and the high schools of the state, which correspond to what he terms the secondary schools, so that between these two there may be a useful coöperation.

II. *Mathematics.* In a preparatory course, I would omit some things that are put in the latter part of the arithmetics, which can be done so easily by equations, and which it always seemed to me so foolish to force children to do in the clumsy way required in our arithmetics. I would include, however, a little more of what belongs to the theory of numbers, such as circulating decimals and square root. They do not want the cube root. In algebra I would include simple equations and their application to arithmetic. When they understand simple equations, all that arithmetic is easy, and it is far better discipline. In geometry I would say plane geometry and geometrical drawing.

III. *Sciences.* We should have geography, and mechanics without any higher mathematics, and, of course, botany. I select botany as the easiest study of natural history. These studies, geography, mechanics, botany, ought to be taught as much as possible with the object of cultivating the faculty of observation, that is, by what is called the object method to a very great extent. And here, again, you will pardon me if I read from that same paper which was read before the University Convocation of the State of New York, upon the propriety of bringing something of this kind of study into the elementary course, in view of its effect upon a college course. This is the more valuable because President Barnard was a man who had great experience as a teacher and particularly as a teacher of physics and mathematics. He says:

"A large portion of my own life has been devoted to teaching physics. During all this time it has been manifest to me that my classes have come to this part of their course totally unpracticed how to observe. And it has seemed to me that their perceptive faculties have been actually dwarfed by the forced inaction to which they have been constrained during the period most favorable to their cultivation. Thus it has happened that the brief time which can only be given to these subjects in the college course has been exhausted in the attempt to convey such elementary notions as should have been familiar long before. And the same observation has been made to me by other gentlemen who are among the most skilled instructors in science that I have ever known. If, then, I am asked if I would displace these subjects from the position they occupy in the course of collegiate instruction, I would answer, by no means. What I would desire would be to secure such an early culture, and such an acquaintance with the elements of science, that it might be permitted us to give, at this more advanced period, such larger views, and such profounder applications of the principles of these sciences, that the student might feel, in the end, that he had acquired some mastery over them, and might be qualified to prosecute inquiry independently and profitably after he had mastered them."

I might add my own experience with many classes in astronmy. I have always found it the most difficult thing in the world to get the best trained students to use their eyes. I have had students that I knew were of excellent ability, who could master any mathematics or classics or anything else that you would give to them in a book, but tell them that their lesson to-morrow was to tell all that could be seen respecting the diurnal motion of the sun, moon, and stars, and they would come the next day with absolutely no knowledge on that matter whatever. They would hardly know that the sun rose in the east and set in the west; and, certainly, they would not know that the star rose and set.

How many here know this? I would like to try an experiment if you will all agree to answer upon honor. I will put the question: How many are there present who know from your own observation—bear in mind *from your own observation*, not what you have learned from the books,—that some of the stars which are visible neither rise nor set? All who know that from their own observation, will hold up their hands. [A large number of hands were promptly raised.] Well this is a more intelligent body than you generally meet with, for fully one-third of you seem to know that. My friends, the difficult task of teaching people to see with their eyes and hear with their ears, ought to be begun in a preparatory course.

IV. *History*, and that class of subjects which we may include in philosophy and ethics, and all that relates to social matters. Here, for the preparatory course, I would require a knowledge of American history, including some knowledge of American government. Take American in preference to other history, because it is more interesting to children, and it is better to read modern history first. It requires some maturity, a more philosophical way of thinking, to understand ancient history. Modern history dates from about the discovery of America.

As to religious and moral instruction, these are necessary. We rely for them mostly upon the church and home.

I have given now the outline merely of a preparatory course of study; but we can not all follow this course, and therefore there must be some election. What are the limits within which election of studies is permissible? The governing principle is, language for language, science for science; but not a language for a science, not a science for a language. There is not much prospect of a student acquiring much elegance or copiousness of language by means of the study of mathematics, or any more natural science. On the other hand, the study of exact science is best for cultivating precision of thought and of expression. That course, however, should be adopted which will cultivate these four faculties: observation, memory, thought, and language. There are studies adapted to each, though we may, in a limited way, use one for another. All of these must be cultivated; all must be cultivated from the first to the last. We need to get rid of that heresy, which teaches us that we develop one of these faculties first and the other after. We have no need to speak of the matter of utility of knowledge as contrasted with the utility of training. The most useful knowledge is that which, in our course of study, is best adapted to give useful training, and we get the best training by acquiring that which is most useful in application.

The higher mathematics ought not to be substituted for any linguistic culture, in a preparatory course. Pupils can not pursue higher mathematics without some maturity of mind. Neither can they study logic; neither can they study philosophy. Not because these studies belong to the reasoning faculties. The child reasons all the while in school from first to last, but these studies require a power of introspection, a certain kind of self-analysis, which is developed only when students are mature; when they are able to look in upon their own souls and analyze

their thoughts; when they can analyze their abstractions in order to make more general abstractions. This is necessary, and it does not come without maturity. It is just as true that laborious observations, such as are necessary for the more advanced study of any branch of physics or natural history, can not be conducted by young minds.

Finally, my friends,—and I perceive I have occupied more time than I ought,—each college is at last compelled to solve this question for itself. We have not the means to lay out such a course of preparatory study as we think would be the best. Our poverty prevents. This cause produces a tolerable uniformity of action. Every college in the state is doing its best, and Ohio colleges are doing good work, notwithstanding the slur that was cast upon them at Detroit a year ago by a man who had an ax to grind.

I say nothing about the scientific course of study, as that expression is generally used to designate a partial course. A full course is the only course of study worth while to discuss. If we begin to say something less than that which will give a liberal culture, we know not where it will stop. There is no scientific way of discussing what is called a "scientific course."

After this matter was submitted to me, I sent out to the superintendents and presidents of colleges two circulars. To those gentleman who answered, I owe my thanks. I received answers from more than half the superintendents, and nearly half the presidents of colleges. The result I must approximate. The number of students prepared in the high schools of Ohio for the colleges of Ohio, for a full college course, is less than *fifty* per annum.* Certainly it amounts to so little, that it is not worth counting. What can we do? What can be done to effect cooperation? In coöperation there is strength. As President Eliot says, it would help the college and would help the high school. But, my friends, superintendents and principals of high schools, that which can be done must be done by you. Very much can be done by the high schools. French and German may not be attainable except perhaps in Cincinnati and one or two other places. Now what is to be done? I say begin the study of Latin two years sooner than has been usual. You can do this. You can give to pupils at an earlier age a knowledge of

* NOTE.—Answers to my circulars were received from 46 high schools, including all the principal ones in the state. The results are as follows: Number of students who have finished their preparation for college in these high schools in the last three years, 559; number of these who were prepared to take a full classical course, 178; number of them who were to enter Ohio colleges, 146. By comparing in detail the answers, it appears that the number of those who were prepared to take a full classical course *and* were to enter Onio colleges, was 91.

Answers were received from 11 colleges, including nearly all the principal colleges in Ohio. The results are as follows: Number of students entering college in the last three years, prepared at public high schools, 54; number of the above, prepared for a full classical course, 28. These 28 were—at Hudson 6, at Kenyon 3, at Marietta 5, and at Oberlin 14. Evidently many who "were to enter", did not. Instead of "less than fifty", I might have said about a dozen yearly.

Latin, which would be sufficient to warrant colleges in accepting it without Greek. But as long as nothing is done by the high schools; as long as they do not attempt anything but a little Latin and a little Greek, and these at a late time in the course, the colleges will be compelled to do as they have done from the beginning—have their own preparatory schools and prepare their candidates for admission. Three-fourths of all that are admitted to Ohio colleges are prepared in their own preparatory classes, something less than one-twelfth in the high schools, and something less than one-sixth in the select schools. But we can not make mathematics a substitute for language. Students preparing for college are not ripe enough for such studies as the higher mathematics. Until the high schools recognize this, the colleges will have to continue to prepare in Greek as well as Latin, because they expect to teach both and will have to make that kind of preparation that can be done in a short time, that is, take both languages together.

The greatest obstacle we find in this matter is the vulgar notion about the utility of various kinds of knowledge, that language is useless, particularly the study of the ancient languages, and that the study of science is the only useful thing. A word in regard to that, and I will close. The mathematics and other sciences are very useful studies, but not for the reason usually supposed. How often is there a practical application of any geometrical principle, except by professional men? Whoever extracted the cube root, except it was a schoolmaster? And yet these things forsooth are the only practical, the only useful? Who is it that makes use of them? How many have occasion to apply practically their school knowledge of chemistry, or botany, or zoölogy? There is a little chemistry used in the kitchen—and precious little. But what *man* ever makes use of chemistry in his every day life? We have had too much talk about the practical. When we shut ourselves up to the applied use of knowledge, there is nothing so useful as language. What is it that distinguishes a man from a brute? What is it that distinguishes men (and women) from one another except it is as to how they can use their tongues? Language is the most practical thing.

The great obstacle to any reform in these matters, is the prevailing ignorance among professors and teachers and school and college trustees respecting what knowledge is most useful.

Chief Justice Waite entered the room while President Tappan was speaking, and was received upon the platform with enthusiastic applause. At the conclusion of the address, he was introduced to the audience by President Moulton. He gracefully thanked the Association for the honor of an unexpected introduction, and said that he was glad to see the faces of those to whom the educational interests of the state have been committed. He believed that next to the mothers of the land are the teachers of our schools. The mothers begin the work of education and the teachers end it. He alluded to the fact

that the hundredth anniversary of the birth-day of the Nation is nearly upon us, and that the educators of Ohio will then be expected to give an account of their stewardship. He had no fears that, in the report rendered, Ohio would stand below any other state in the roll of honor. The address was received with great applause.

On motion of Hon. Thos. W. Harvey, of Painesville, Messrs. T. W. Harvey, R. W. Stevenson of Columbus, G. W. Walker, of Lima, Alston Ellis, of Hamilton, and E. E. Spalding, of Gallipolis, were appointed a committee to nominate officers.

DISCUSSION OF PRESIDENT TAPPAN'S ADDRESS.

The discussion of President Tappan's address was opened by Dr. S. G. Williams, of the Cleveland Central High School, as follows:

Eleven years ago I was connected somewhat with the discussion of this very matter in the University Convocation of New York. Some nine or ten years ago I heard the remarkable paper of President Barnard, from which some extracts have been read to-day. The difficulty there was in bringing the colleges to some agreement as to the requisites they should make for admission. They seemed to be unwilling to have any regular standard among them, or any standard that was other than nominal for any one of them, and the high schools or academies of the state were desirous that a standard should be fixed at that time, and fixed high that their pupils might be held more thoroughly to their work. In this state the difficulty seems to be in the attainment of some requisitions for admission to college on the part of the high schools. So far as the first of those requisitions that were discussed by President Tappan, is concerned, I have but very little to say except that I agree with him most heartily. It seems to me that the business of the college should be to direct the pupil's researches rather than simply to conduct recitations on something of the same plan as they are conducted in the high schools and the lower schools. If this be the proper method of college instruction, the change from the recitation being a gradual one, it will make some difference, of course, respecting the requisites for admission. In this view of college instruction is seen the eminent importance of a very considerable knowledge of German and French as requisites for admission. Whether it is practicable to obtain it in the great mass of our high schools, is another question. I think this may be a difficult thing. In the high schools in our larger cities, and in the lower schools too, we have German and French. Both are taught to a considerable extent in many, from the elementary grades up to the high schools. There would be no difficulty in the larger cities. Whether there would be in the smaller cities, I hope to hear, by and by, from the superintendents and principals of high schools in such places.

I do not think, however, that I would quite agree to the advisability

of postponing the study of Latin until a later period of the pupil's course. With proper methods of instruction, the Latin can be commenced at an early age—as early as at nine or ten years of age. The knowledge of words and forms, and the simple rules of syntax, could, I think, be easily acquired at that age. I am led to this conclusion from the fact that pupils of ten and eleven years of age come into the high schools and enter a Latin course, and, so far as I recollect, they are almost invariably our best Latin pupils. They master the language in the way in which it is taught most readily, and, at the end of four years, are most able to stand a very strict and searching examination. I should say that the colleges might very well insist not only upon the pupils being able to read the particular passages from authors which he has once laboriously dug out, but that he be also able to read any simple passages from these authors. I was led to take this view some nine or ten years ago by Dr. Peters, the astronomer, with whom I was speaking. He said that in the German universities they do not care to examine a boy upon what he has read, but they wish to know whether he can read what he has not seen before.

I might almost stop and ask the question, Why should Greek be required at all, not only in the high schools, but in our colleges? I know it is heterodox, and I have no doubt I shall lay myself open to very severe criticism by asking this question. I concede the very great importance of thorough language instruction. I have no sympathy with those men who make use of the powers which only a thorough instruction in language could give them to decry the study of language. But why is it necessary, when one has attained a pretty respectable standing, it may be in the Latin language, that he should scratch over the surface of the Greek,—for that is about what the majority of students do in Greek, and they think that they are obtaining language culture. It seems to me the culture sought for in the study of language, can be better attained by the thorough pursuit of one language than by making vain efforts to master several. I am speaking now of the classical languages. The German and French I have spoken of already as necessary. I do not know how much progress has been made in the twenty-three years since I graduated, in the matter of training in the classics; but, unless it is very great, I apprehend that thorough study of one would be of more use than the limited study of two.

The only difference in the courses of study in the high schools and in the colleges should be, not in the lines of study, but in the methods by which those studies are pursued. The study of science should commence in the elementary schools, especially those sciences which cultivate habits of close observation, including botany, the simplest probably of all the sciences in classification, zoölogy in some of its departments, not in its higher departments, and mineralogy. The object is to learn to classify objects upon their form and structure. The study of form and structure trains the faculties of observation, and finally the pupil is led to see the resemblances of objects and to classify them upon those resemblances. This should be I judge, the earlier kind of scientific training. It seems to me that pupils should enter college with a

pretty thorough elementary knowledge of the facts relating to the phenomena of nature.

JOHN HANCOCK, of Dayton: I think we have touched the real point of difficulty, and that is the Greek. We find it very easy in our high schools to teach the Latin to the extent demanded for admission to the colleges in Ohio. Twenty-four of the last graduates of the high school of Dayton had thus pursued Latin, while but one or two had studied Greek. A great many pupils take this course in Latin who do not expect to go to college at all, but if they could enter college without Greek a great many more would go from the high schools to the colleges. We wish to create a demand by a much larger number of our pupils for a college course of education, and it seems to me that we could do this if the Greek was not in the way. I do not know that it would be wise for the colleges to omit the Greek preparation. That is a question I am not able to answer, but I think many more parents would send their children to college if they could enter after they have graduated from the high school.

E. T. TAPPAN: Will you give as much Latin as will be equivalent to the Latin and Greek now demanded?

MR. HANCOCK: We could furnish more Latin than we are now furnishing, but we may be obliged to ask that a little mathematics and natural science be also taken as a substitute for the Greek. My views have undergone a great change since, a few years ago, I helped to set this science ball in motion. We have gone, I fear, to the other extreme, and are taking up too many of the natural sciences. It is impossible to teach all the sciences. It is impossible to teach all the sciences in our high schools. Many high schools are attempting far more than is desirable.

On motion of Mr. White, the continuation of the discussion was made the order at the close of the regular programme for the afternoon, and the association adjourned until 2 o'clock.

AFTERNOON SESSION.

The Association was called to order by President Moulton at 2 o'clock.

The committee on nomination of officers reported as follows:

For President, Supt. H. B. Furness, of Tiffin; for Secretary, Supt. G. N. Carruthers, of Chillicothe.

The report was adopted and these officers were elected.

On motion of Supt. A. T. Wiles, of Zanesville, it was agreed that when the Association adjourns, it shall be to meet at 7½ o'clock this evening, for the discussion of plans for the presentation of the school work of Ohio at the Centennial Exposition at Philadelphia next year.

Mr. I. M. Clemens, superintendent elect of the public schools of Painesvile, read the following paper on—

WHAT PROVISION IN COURSES OF STUDY SHOULD BE MADE FOR PUPILS WHOSE ATTENDANCE ON SCHOOL IS NECESSARILY IRREGULAR?

Reformers are generally extremists. They see the impropriety and evil of a certain course of action in so strong a light that only the very opposite seems to them proper and good. What was once regarded right by them is now thought to be wholly wrong, and in accordance with these changed views, old landmarks are obliterated, and new lines of thought and action are adopted. They must be enthusiasts who would be reformers, for enthusiasts alone can feel the necessity of reform with sufficient force to lead them to active exertion in its behalf.

Conservatives are a sort of half-way people who do not belive in taking an evil up by its roots, and destroying it at once, but rather in pruning it, so that, in due time, a good trunk may come forth full of vigorous branches bearing useful fruit. Few, if any, real reforms have been effected in this way, nevertheless the conservative mind is the one to take the views of the extremist, eliminate what is extrme, impracticable, and useless, and to form what remains into a system sound in principle and suited to the necessities of the case.

Thirty years ago most of the public schools of this country were conducted upon a plan that would be quite impracticable at the present time. Their most distinguishing feature was an utter lack of any system of classification and gradation. A regular course of study to be followed year by year to its completion, was hardly thought of. The rapid growth of our cities and towns, and the consequent increase of school population, made a division of labor necessary in order to the accomplishment of the greatest amount of school work at the smallest possible expense. Moreover, it was believed that by the adoption of a particular course of study, and a somewhat rigid classification of the pupils on the basis of present attainments more pupils could be taught by the same teacher, and also that much more could be accomplished by these pupils in a given time.

These ideas seemed to take most thorough hold of the leading educators of the country, and the result was that from the old system of no gradation we passed to the new one of too rigid gradation. No allowahces were made for differences of natural ability, physical or mental, for home influences, and other circumstances, and hence pupils were retained in the class they entered, or were dropped to the next lower class, with an interval of a whole year between the two. Great injustice was done to many pupils in this way, and educators began to feel that this cast-iron system must be broken up, and something more flexible put in its place.

One of the strangest solecisms in our system of education is the refusal to adapt our courses of study and methods of gradation to the necessities of society as it exists, and, at the same time, to demand that

children shall be compelled to attend our schools. Connected with this is another curious thing, namely, the demand for regular attendance, while the rule which requires a pupil to be suspended or expelled for non-attendance, is strictly enforced.

The report of a western city, whose superintendent is an earnest advocate of compulsory attendance, shows 122 suspensions for absence in an enrollment of 11,200. From the city of Syracuse, N. Y., a year or two ago, we had this report:

"The time lost by absence during the year is equivalent to 373 pupils losing an entire year. There seems no remedy for this but more stringent requirements from the Board in respect to receiving excuses for absence; a rule that for *all* absence, except sickness, the pupil shall not be considered as belonging, or be permitted to attend school for the remainder of the month in which such absence may occur. If this course should cause a pupil to fall behind his class, let him go into the next lower class until by extra study he may be able to gain his proper standing. During the year there have been 631 suspensions for irregularity of attendance, 209 of which were not reinstated. The superintendent is convinced that it will soon be found necessary to use police force to compel attendance at school."

In the city of Chicago last year, there were 3,554 suspensions for absence—more than one case per day for each 2,000 pupils in attendance. This was indeed homeopathic treatment, and one would think the smaller the doses administered, the better for the patients. Would it not be well in such extreme cases to employ the police force in the opposite direction? Suspending or expelling pupils for non-attendance is an exceedingly dangerous remedy for the evil, and forcibly reminds one of the old proverb, "He runs on Scylla, wishing to avoid Charybdis."

Many excellent teachers have entertained the idea that those who would enjoy the benefits of our schools must conform unconditionally to the regulations of the school. A course of study having been adopted, and a system of classification and gradation established, every one, no matter what his circumstances may be, must "fall into line" or be denied the privileges of the school. If a pupil is in delicate health, or has been sick, or is poor and therefore out of school so as to fall behind his class, he is degraded—put back a whole year to go over the same work he did to the satisfaction of his teacher a year before. The rule is inexorable, and the hapless wight, whose pinching hunger or naked limbs have forced him from school to work for a time, finds on his return that he has been dropped from his class, and that the time, doubly valuable to him now, must be spent in discouragement and uselessness. On the other hand there are those who believe the schools should be so organized as to conform entirely to the existing conditions of society. If a parent wishes to open a saloon, and wants his boy at home half the day to sell beer, the classification of the school must be made to meet this case—that is, the boy must be kept in his class and be promoted with it, no matter how the class or the boy himself may be affected thereby.

There are two classes of pupils to whom injustice is done in the practice of these ideas—those irregular in attendance from choice, either of

themselves or others, and those irregular from necessity. A good compulsory law, well executed, would no doubt meet the first case, but what provision should be made for those necessarily irregular in attendance? Two causes lead mainly to this irregularity, namely, sickness and poverty. In both cases, it seems to me, the very first provision to be made is to remove, as far as possible, the causes themselves, and the more nearly this can be done the less change will be required in our present organization. Over-crowed school rooms, lack of pure air, of light properly admitted, irregularity of temperature, want of physical exercise, uncomfortable seats, unnatural methods of discipline, and the like, produce more sickness in our schools than perhaps all other causes combined, especially in the lower grades.

I have for many years kept a record of the absence caused by sickness, and have found that at least half of all the absence in the school comes from this cause—not all from the sickness of the pupils themselves, but mainly so—and so far as I have been able to determine, most of this sickness originates in the school room. I am not alone in speaking against these evils. The cry comes to us from all quarters that the health of our children is being ruined in the schools. Those who rarely or never see the schools at work in their school rooms, say that overstudy is killing the pupils; but those who visit schools most know that the causes just enumerated are the active agents in the case, and are doing more to sap the foundations of good health in our young people than over-study or even the demands of fashionable society.

It is absolute barbarism to keep 75 to 100 children from one to two hours in a room 25 by 30, and only 9 to 10 feet high, without a single change of air, save what may come in at open windows and doors, and yet this is just the condition of things in hundreds of school-rooms, many of them to be found, too, in buildings whose exteriors are models of architecture and the admiration of every passer-by. People do not realize the fact that in these fine, costly houses there is lurking an insidious, deadly foe, which, like the dreadful cobra, is twining itself about the person, and sinking its poisonous fangs into the very vitals of every household represented in these places of culture and refinement. I speak from my own observation and experience when I say that hundreds of children sit hour after hour, and day after day in school rooms breathing air that is absolutely poisonous, and no more fit to enter the lungs than is arsenic to enter the stomach. I take it, therefore, to be a duty of the first importance to attend to the health of our pupils, and Boards of Education are morally bound to provide houses and other accommodations which will not endanger the health of pupils and teachers, and thus drive them out of the school.

As to the second cause of irregular attendance, our duty may not be so apparent, but it is none the less imperative. There are multitudes of children whose parents have not the means of providing them with books and other school material, nor even with clothing sufficient to make them presentable at any school room. Not only so, they have not the means of providing food enough for themselves and families. Shall such children be denied the privileges of school because of their pov-

erty? Must they grow up in ignorance of what is right and good, uncared for at home or in school, driven to the streets for the want of a better place to go, there to become thoroughly schooled in those habits and practices which lead to a life of debauchery and crime?

It is well known that the inmates of our alms-houses and prisons come almost exclusively from these "lower classes," as we are pleased to call them.

There are many who have gone from the highest respectability in one generation to the lowest depths of degredation in the next by reason of poverty. Parents are taxed to the utmost to keep starvation from their door, and have not the time, and often in despair, have not the inclination to guard the habits and attend to the education of their children.

It seems to me the duty of the State in all such cases is plain. When an individual violates the laws of the State, it is the duty of the State to prosecute and punish the criminal, and to do it at the expense of the State. The State provides for the protection of the person and the property of its citizens, and these provisions do not look alone to the punishment of those who violate the laws, but rather to the prevention of such violation. Now if, as can easily be shown, most of our criminals come from the uneducated, is it not the plain duty of the State to prevent its citizens from growing up in ignorance, and, in order to this end, to provide not only books, but food and clothing for those who cannot provide them for themselves while attending school? And how infinitely better it is to expend money in the prevention of crime than in its punishment.

Such action on the part of the State would be good policy, *pecuniarily*, to say nothing of the humanity of it. It would eventually receive the approval of every right-minded citizen, for it would necessarily result in good to the whole community.

When the causes of irregular attendance are removed as far as possible, there are still provisions to be made for those whose absence cannot be avoided. Various plans have been proposed. As different schools find themselves placed in different circumstances, no one of these plans is applicable in every case. In manufacturing districts, where a large number of children can attend only part of the time, or not at all, half-time schools are thought to be the best provision that can be made. This plan has been tried with success in London and other European cities. Dr. Chadwick, a distinguished educator of London, who has given much attention to this subject, "believes that the vexed problem of educating the poorer classes in large cities can be fully solved in no other way." The half-time schools in European cities were established especially for the benefit of those children who, in consequence of poverty, are compelled to work at least half the day to procure subsistence. It was so arranged that half the children were at work while the other half were at school.

The same plan has been tried in some of the manufacturing cities of this country. In one town, it is reported, the children attend school three hours a day for forty weeks, and work in the mills the rest of the time, receiving full wages for three-quarters of their time. The

agent of these mills says that, where the children under the old plan were losing from one to four days a month, they are now working full time during the hours assigned to labor, the school being a real rest to them. He believes the half-time system to be practicable, and, wherever adopted, the manufacturer, as well as the operative, will derive benefit. The children are said to work better and learn more than those who work or attend school full time. There is also said to be less truancy in the half-time schools.

The agent of the New Hampshire Manufacturing Company speaks of half-time schools in the following terms:

"The experiment of short sessions has been tried in many places with the uniform result of increasing the progress of the pupils. The increased zeal and freshness of mind which the children bring to their work more than compensate for the seeming loss of time. Naturally, too, the attendance is larger and more regular with short sessions than with long ones. Reason and experience are both on the side of the change. So is economy. Multitudes of children are compelled to quit school as soon as they have learned to read, sometimes earlier, to enter upon an apprenticeship to trade or business. The half-time system would enable them to pursue their industrial training without stopping their education."

Boston has a short-time school for licensed minors, and especially for newsboys and bootblacks; the former attending two hours in the forenoon, and the latter two hours in the afternoon. It is reported that these schools have wrought a radical change in the appearance and manner of these boys, increasing their self-respect and stimulating their efforts for improvement. The attendance is in effect compulsory, as no license is granted to those who do not attend.

The half-time plan has been adopted for the lower grades of schools in several cities of this country, where the school houses were not of sufficient capacity to accommodate all the pupils at once. In these cases the experiments have been quite satisfactory. Superintendent Pickard, of Chicago, says that "in the majority of cases, the half-time system does not at all interfere with the progress of the pupils." Thus it appears the half-time plan, wherever tried and for whatever reason, has proved to be successful, and would no doubt meet the cases we are considering, in all places where there are pupils enough who cannot attend full time to justify the organization of such schools.

To this half-time system of schools for the laboring classes it is objected, that it "involves not only a classification, but a separation of children on the basis of manual labor, and that we have already quite enough of this class principle in the organization of our schools." The objection, it seems to me, is not well founded. There is little danger of extending class principles, or caste, if you please, in this democratic age, and especially in this democratic land, where every boy has a chance to become a president, and every girl has an equal chance to become a president's wife. We point with national pride to our great men—men who have filled with ability the highest positions of honor and trust in the gift of an intelligent people—and on the list we find those who have been "rail-splitters," tailors, shoemakers, tanners, tallow-chandlers, and

the like, and we are loudest in our praise of those who have come up from the lowest walks of life.

There is indeed an aristocracy in this country, but it is not one of wealth or of gentle blood. It is rather an aristocracy of brains, of integrity, of patriotism. And it is full time that we should recognize the facts that God has placed us here in these different circumstances for a purpose—that we do not all stand upon the same social plane—and that those who fulfill their mission, laboring day by day, are as honorable in His sight as those who sit with folded hands in princely palaces, "clothed in purple and fine linen."

False pride has kept from school many a child whose outward garb was less beautiful than that of his wealthier neighbor. Let the poor accept the situation in which they find themselves, and feel that labor is honorable, that idleness and pride of wealth are dishonorable, and the half-time system of schools will meet their wants exactly, and years hence the observer of men and events will see rising to eminence, in every position in life, hundreds from these poorer, working classes.

Instead of half-time schools, half-time courses of study have been proposed. The same objection applies to this plan that is made to half-time schools, namely, classification and separation, not on the basis of manual labor, but on that and differences of physical or mental ability. Moreover, those put upon a half-time course must be kept separate, to some extent at least, from those working on full-time courses. They must be instructed by themselves, and must be advanced or dropped back by classes, or parts of classes, as are those on the regular course. This plan would increase the number of classes in each school, and with the same teaching force would diminish the power and efficiency of the teacher. For those in feeble health who can attend with a good degree of regularity, but who cannot do full work, the half-time course of study is just what is needed. This plan is now in successful operation in many of the best schools of the State. There can be no objection, so far as it will effect the systematic organization of the school, to allowing a pupil three years in which to do the work done by the regular classes in two years.

In those districts where irregularity, or as is generally the case, withdrawal takes place at particular times of the year, a partial course might be attached to the regular course with advantage. In the rural districts, and even in the larger cities, more absence occurs in the fall and summer months than at other times. Most of our reports show that the maximum attendance in schools above the lowest primary, is reached generally in December, and continues with more or less regularity till March or April, varying somewhat under different circumstances.

By allowing those who can attend only in the winter to omit certain studies, or parts of them, required of the regular class, they may be admitted to the regular classes and be taught at the same time, and by the same teacher, without detriment to any. Nor would there be any objection to allowing these irregular pupils the privilege of reciting in different classes, provided such privilege would not be adverse to the interest of a larger number.

Some studies can be taken up at any point and pursued with profit, while others cannot. A pupil may be prepared to enter a certain grade in arithmetic and grammar, but not in geography and spelling. He ought to be classed according to his attainments in arithmetic and grammar, and be allowed to take up spelling and geography with the class, though he has not done all the work the class has done in these two studies. Again, a pupil may be prepared for a certain grade in everything but arithmetic. Shall he be kept entirely in a lower grade because he is not prepared in this one branch? There should be a very good reason for it if he is. It seems to me that a better provision for those who can attend only part of the year would be to organize ungraded schools. These should have a separate course of study from the graded schools, and it should be adapted, as nearly as possible, to the wants of those who are to attend these schools. The best classification possible should be made, but the interests of the pupils should not be sacrificed for the sake of anything like systematic classification. A pupil who has reached a certain point in a certain study one winter should be allowed to take up that study at the same point the next winter, with such reviews as would be profitable, and not be required, as is generally the case in graded schools, to go over the same ground from year to year, because he had not time to do the work in the spring months, that the regular classes had done.

Fewer studies should also be given, so that more advancement might be made in them, and only those studies which are regarded as especially practical, or especially applicable to the business the pupil expects to pursue should be undertaken. The classes in these schools would be smaller than those in the graded schools, and therefore the same teacher could do good work with a much larger number of classes.

In most cities and large towns evening schools are organized for the accommodation of those over twelve to fifteen years of age who cannot attend the day schools. Courses of study adapted to the wants of such as attend these schools are arranged—drawing, book-keeping and practical arithmetic occupying prominent places. The almost uniform testimony is that these schools, wherever organized, have fully met a want that has not been met by any plan yet suggested in connection with the day schools. In the last report of the public schools of the city of Columbus, Supt. Stevenson says:

"It is not too much to say that some of the pupils of the night school, who spent the day from seven o'clock in the morning till six o'clock in the evening at hard manual labor, accomplished as much during the three months the school was in session, as very many of the day scholars achieved in half a year."

Of the evening school in the city of Utica, N. Y., it is said that, "taking into consideration the limited time of its sessions, this school is hardly inferior, in regard to regularity of attendance, maintenance of order and proficiency in studies, to any of our ward schools." Those who attend evening schools are, for the most part, those who from necessity have withdrawn permanently from the day schools. Many of the foreigners, who are daily coming among us, find these the only schools

in which they can learn quickly, and with little expense, to speak the English language. If, then, this arrangement will aid such persons in continuing their education while they are engaged in business pursuits, they are worthy of encouragement.

In the smaller towns where there are not enough irregular pupils to justify the organization of half-time, or ungraded and evening schools, one or more teachers might be employed to take charge of such pupils without separating them from the rest of the school. It often happens that a child is out of school from sickness, or for work, for one or more weeks at a time, and if he does not study during his absence—a thing rarely done—he finds on his return that he is behind his class. In such studies as geography, spelling, reading and writing, absence for a short time should not prevent a pupil from continuing with his class, but in such studies as arithmetic and grammar he may not be able to proceed till he has brought up back lessons. In such cases, why not allow the pupil extra time under this special teacher to overtake his class? This he would do in most cases, and a single teacher would be able to take charge of all such cases in schools that enroll from five hundred to three thousand pupils. Oftentimes the regular teacher could do this work if our system were pliable enough to allow it.

No plan has as yet been suggested that will meet the cases under consideration so well, perhaps, as that of reclassification twice or three times a year instead of once a year. This plan has the additional advantage, that it provides for the dull, and also the bright pupils of the several classes. It is a fact worthy of notice, that more pupils withdraw from school during the last month of each term than at any other time, and were it not for the fact that a large number of children who have just reached school age, enter the D Primary during the last term of the year, we should find our enrollment uniformly much lower during the last months of the spring term and the first month of the fall term than we now do.

Many children in feeble health are not able to attend the full term, and are withdrawn during the last month to recruit, with the hope that they may thereby be able to continue with their class the next term. A great deal of leniency has been shown in such cases, and such pupils have been allowed to pass from grade to grade with less thorough preparation than those in robust health. Under such treatment there must come a time when these pupils must be dropped to the next lower class, or attempt to proceed with utterly inadequate preparation. Instead of dropping them back a whole year at one time, it would be far better to drop them back a half or a third of a year at different times.

As the labor of children is more in demand during the spring and early fall months than at other times, it often happens that children are out of school, at work, during April, May, June, and September; and as but little studying is done during their absence, such pupils must, when they return, start at the same point at which they started a year before, for, under our present organization, there is a gap of four months between them and their class. Suppose a child has been in school six months of the year, and has done the work of his grade to the satisfac-

tion of the authorities, why should he be made to go over the same ground, and really lose an additional year, because he is obliged to lose four months? But this is just what is done to many pupils in many schools. It is, however, an act of injustice that ought not to be allowed. There is no necessity for it. By reclassifying the school every three, or five months, those necessarily out of school for a time could enter again at about the point at which they withdrew, and thus all unnecessary loss of time, and all discouragement would be avoided, and the systematic organization of the school remain intact.

This method of frequent reclassification has for a long time been in practical operation in some of the best schools of this country. It has proved eminently successful, and has fully met the cases we have been considering. It is, therefore, not an experiment, or a mere theory, but an established fact.

The principal objections to this plan are, that it necessitates frequent changes of teachers,—that it increases the number of classes,—that it brings all the dull pupils into one class and all the bright ones into another.

There are few pupils who can do the year's work assigned to the average pupil in less than one year, hence in schools where each teacher has but one grade, changes can not occur oftener than once a year, except in the case of bright pupils. In such schools pupils can be instructed to a better advantage in two, and in the Primary grades in three divisions than in one, for while one division is reciting, the other may be studying. In schools where there are two grades or more under one teacher, the number of classes may increase beyond the ability of the teacher to manage them. This difficulty should be met by giving each teacher but one grade, and this can be done in towns where there are two hundred pupils or more in the schools. Supt. Harris, of St. Louis, says:

"This plan will not isolate the poor pupils by themselves, for into each class the best pupils will come from below; nor will it fill the upper classes with brilliant superficial, precocious children, for the test of promotion will be maturity—ability to do the work of the higher class, and if any other standard is used the evil will speedily correct itself, inasmuch as the immature pupils thus promoted will remain at the bottom of the higher class, and will not get promoted again until after they are rejoined by the rest of their class."

The provisions that have been suggested for those necessarily irregular in attendance, may be summed up as follows:

1. Remove the causes of irregularity, and, so far as may be, make it possible for all to attend school regularly.

2. Organize half-time schools,—half the pupils to attend in the forenoon, and the other half in the afternoon. In this case attendance should be made compulsory after the state has provided for the necessities of the family, otherwise provided for by the labor of the children to be placed in school.

3. Arrange half-time or partial courses of study, allowing certain pupils to take fewer studies than those required of the regular class, and if need be allow such pupils to pursue certain studies in different grades.

4. Organize ungraded schools, in which a larger number of classes

may be taught by one teacher in consequence of the smaller number in each class, and in which those whose school-going time is limited, may attend particularly to those studies considered of most practical value in every-day life.

5. Organize evening schools, in which may be taught those who have permanently withdrawn from the day schools, in order to support themselves and others dependent upon them.

6. Employ special teachers, to take charge of those who are necessarily irregular in attendance, and give them special instruction in those studies in which such pupils have fallen behind their class, and thereby prepare them in a short time to be restored to the regular class.

7. Reclassify the schools twice or three times a year, so that those necessarily out of school during the spring and early fall months, together with those in feeble health, may not be required to pass over the same ground that was passed over the year before, but may have at least half a year's advance work given them each year.

DISCUSSION OF MR. CLEMENS'S PAPER.

Supt. Wm. S. Wood, of Findlay, opened the discussion as follows:

Without knowing what views would be presented, I wrote out very briefly a few points which I find to be largely an indorsement of the paper just read. I can not do better than read what I have written.

If our courses of study were made with reference to semi-annual examinations for promotion, instead of annual, as is now largely the case, would not the necessity of special arrangements for this class of pupils be diminished? The difference in attainments between the dullest scholar of a class and the most intelligent becomes greater as time advances, the difference being less at the middle of the year than at the end; and hence the semi-annual examinations for promotion will give us a more uniform and complete classification than the annual.

Do we not find at the end of a half year, that the *best* scholars of a lower grade are as able to perform advance work, as the poorest of the next higher, indicating, at last, the necessity of reclassification? By this plan of semi-annual examinations for promotion, the number of disappointed pupils at each will be less, the severity as to time will be reduced, and it can not give so great a shock to the schools and the community.

In exceptional cases may not pupils necessarily irregular in attendance be allowed to drop some less important studies, and pass an examination at the commencement of the next school year, giving intelligent and persevering pupils a chance to go on with their grade? Unclassified schools may relieve those that are graded in larger towns, but is it absolutely necessary that they should be so relieved? Can it be of special advantage to the necessarily irregular in attendance? These are the sick and wounded of our little army, and require *special attentions*. Can it be best to bring them together? May it not be better to keep a separate record of such as would go to an unclassified school, changing

them from grade to grade, as may be necessary, and leave them out in finding averages of studies.

May not special evening schools be so established as to help this class of pupils? Are there not towns and cities where many of these pupils can be accommodated, giving an opportunity partly to earn a living, and lose but little in the way of instruction, by introducing a third session, as nearly as possible a duplicate of the morning or the afternoon sessions, and allowing irregular pupils to attend this in place of one of the day sessions? This, by arrangement, may be made to relieve the crowded rooms of the day school, increasing accommodations and attendance. Evening schools can be attended by a large number of persons enumerated, that can not be present at both sessions of the day school.

Should not our time of sessions, and the number of them, be such as to give instruction to the largest number, and to accommodate the people who have been taxed for their support? In the evening many persons are unemployed, and evening schools so arranged as to secure their attendance, will prevent many demoralizing associations and practices, giving an education and culture in place of loafing, gossip, and nameless evils.

But the special provision that must be made for the class of pupils that are necessarily irregular in attendance, must be finally made more through the superintendent or principal than by courses of study. These cases differ widely from each other in particulars, as in time of absence, age, physical health, previous attainments, ability, aptness of the pupil, etc., and that community is fortunate that can secure a superintendent who has ability, good judgment, and experience sufficient to classify properly its schools, and to arrange and manage the thousand details which are essential to the greatest success of any system.

M. C. Stevens, of Salem: In case a reclassification is made three times a year, is it expected that the pupil is to be changed from one grade to another that frequently? If so, would not that be a damage?

Mr. Clemens: Not necessarily, sir. A reclassification three times a year separates the pupils in the same year's work into three divisions, and since but one division passes out of a room at one time, each division will remain one year, and a change of teachers will not occur oftener than once a year. I think it would be better in the smaller towns to reclassify but twice a year—the first to occur about the middle of the school year.

Supt. John Hancock: How far would you keep up that division? Would it not add greatly to the expense of the schools?

Mr. Clemens: There is a point where it may be best to change to the year system. In Pittsburgh this is done in the grammar schools where classes are united by providing extra work when necessary to bring the classes together.

Mr. Hancock: They do not make a very good weld just at that point.

Mr. Clemens: If this be true, is it not better than to keep say five hundred pupils in Pittsburgh doing the same work year after year?

SUPT. R. W. STEVENSON, of Columbus: We find very little difficulty in Columbus in accommodating our courses of study to those pupils who are necessarily irregular in attendance. I think that a pupil has never been suspended from our schools for irregular attendance, though occasionally a boy is suspended for truancy, to correct the influence of his example on other pupils. Is not the gentleman's estimate of the number of supensions for irregular attendance remarkably large?

We meet the difficulty in this way: Our principals, who have charge of no special room, have time to devote to irregular pupils, and we have organized in each building what we call "irregular classes," and we give them the best teaching ability we can afford. Pupils who are irregular in attendance and begin to fall behind, recite daily in three classes in those studies in which they need help. We recognize the fact that some pupils are necessarily irregular in their attendance, and we do the best we can for them.

A MEMBER: Do they also recite in regular classes?

MR. STEVENSON: They recite in the irregular classes, and when they are behind them also, we find we can classify them with pupils who come in from the country. They are put into the regular grades in a part of their studies, as reading and spelling, and in the other branches they are "worked up" by the principal. Our night schools are well attended, and they practically meet every difficulty that is stated in the paper.

I can not see how promotions semi-annually, or three times a year, would obviate this difficulty. We have two divisions in each grade, and during the past two years we have endeavored to get one division in advance of the other, and we can not do it unless we put all the bright pupils into one, and all the dull pupils into the other, and we find that this is not the best way. Not over five per cent of those in attendance are able to do the work assigned for a year in three months and get into another grade. By giving irregular pupils, and those who are delayed or come from other schools special assistance, we find that all can get along. I would like to learn how promotions three or four times a year can remove all these evils. I think it can not be done in this way, and I have never seen any one who has thus done it.

SUPT. JOHN HANCOCK: I am very much opposed to any classification of schools that shall work detriment to general instruction. Pupils necessarily irregular are few in number compared with the mass of pupils. Pupils who are out of school to work are generally out several months, and half-day sessions would not meet the difficulty in their case more than whole-day sessions. I think the half-day system would aggravate the evil it is designed to remedy. I believe it would prove a great detriment to the mass of the pupils, and little or no benefit to the irregulars. I have looked over this question, and I see that Mr. Stevenson's remedy in unclassified schools is all that parents are entitled to expect at our hands. I have read with considerable interest the discussions in regard to classification, and I have made up my mind that there can be no good welding of classes on any of the plans proposed. I be-

lieve that the system of semi-annual transfers is best, since every teacher can very well have two classes of different grades. While she is hearing one the other can be studying. From the lowest grade to the higher let us have our gradation semi-annual, but to go beyond this will only work detriment in our city schools. It will work in direct opposition to thorough instruction, which should be a continuous process, developing logically. Great stress has been laid upon the fact that some children having greater ability than others, are held back by our methods of classification. Semi-annual transfers will meet this difficulty, for, as Mr. Stevenson has said, not more than five per cent of the pupils can "skip a grade," and do it well. I do not like the plan of assorting out the brilliant pupils and constantly stimulating them. Some pupils can do more in an hour than other pupils can do in a day, and they will be idle unless they are put into a grade where the work is commensurate with their ability; but five per cent will cover the number of such pupils. According to the old story of the tortoise and the hare, the slower pupils should come out ahead after all.

SUPT. W. D. HENKLE, of Salem: It seems to me that we are encumbering this question with a question of pauperism, and a provision for the relief of the poor. Many of us believe it to be true that if there were very ample provisions for the poor in a community, there would be a great many poor in that community. Now it strikes me that if we attempt to provide for all those irregularities, that we shall impair the whole system of our public schools. We ought to bring the people up instead of our coming down. If we are to make schools suit the irregulars, I am satisfied that there will be a great many more irregulars than now. The parents will come to me and say, "I want my boy to do so and so, and I want to know if it will affect his standing in the school?" "Oh, no, we have arrangements for all these." "Well, then, I will keep him out." Everything is so nicely adjusted that they can do just as they please. Now it seems to me that we ought to do as little of this adaptation as possible. We ought to hold up the standard and have it conformed to as much as possible, and only provide for that which is absolutely unavoidable.

A part of this discussion has no significance to me, for I do not know what the trouble is. In Salem the boys and girls enter school, say the first year, and then they go along, side by side, until they get to the grammar school. When they have learned all they can in one room they enter another; and that is all there is about it. So far as that is concerned, our schools are unclassified and don't fit to anything, because we have no course of study. [Laughter.] If you ask how far pupils go in No. 2 or 3, I can not tell you. The pupils in each room go as far as they can.

MR. HANCOCK: If you have two or three classes taught by different teachers, do they go into one room finally?

MR. HENKLE: I do not know anything about that. We have simply one set of schools, but I do not see why the sets might not duplicate and run through in the same way.

A MEMBER: How many schools have you?

MR. HENKLE: Nine rooms before the high school. The grammar school has a three years' course, and it is eight years before they get to the high school.

SUPT. FINDLEY: You have a course of study in the grammar school?

MR. HENKLE: We simply mean that pupils stay in that room three years. [Laughter.]

DISCUSSION OF PRESIDENT TAPPAN'S ADDRESS RESUMED.

On motion of Mr. Hancock, the discussion of President Tappan's Address was resumed at four o'clock.

E. H. COOK, of Columbus: The paper of President Tappan left the impression on my mind that the fault is supposed to be entirely with the high schools. Now, it seems to me that it lies in the oposite direction. The college men have placed themselves on a certain platform, and have said to the high school men, "You can adapt yourselves to this platform, or your students can not enter here." Now I do not understand that the high school men have asked the colleges to lower their standard, but simply that such a change be made in the requirements for admission as will enable the average high schools to provide the necessary preparation. The high schools in the larger cities are now teaching four languages without any difficulty, and the change is not asked on their account. It is important in the smaller high schools that the pupils who are preparing for college be instructed in the same classes as the great majority who are taking the best course possible for them as a preparation for after life, and the request has been made a great many times by men connected with these high schools that something be substituted for the Greek, but the college men, as a class, protest against the change. It has been asked whether a certain part of the mathematical course now pursued in college can not be included in the preparatory course, but it has been objected that the work in mathematics is not as well done in the high schools as in the colleges. My observation and experience have taught me that mathematics are better taught in the average high school than in a majority of the colleges. If the high school teacher can be convicted of mathematical manslaughter for the way he teaches mathematics, the majority of college professors can be convicted of mathematical murder in the first degree. [Laughter.]

PRESIDENT TAPPAN: The gentlemen misunderstood me. I did not make any comparison of the mathematical instruction in the high schools and colleges, and I did not even refer to any such comparison.

MR. COOK: I may be mistaken, but I understood the gentleman to object to the substitution of mathematics for Greek on the ground of a want of maturity in the pupils, and also on the ground that the mathematics would not be well taught. I see no reason why we may not substitute mathematics in the place of Greek. It is impossible at the present time and in the present state of public opinion to give the pupils in the high schools in the smaller cities and towns two years of Greek, and

the graduates from these schools can not well spend a year or two elsewhere in making this needed preparation.

MR. TAPPAN: I am sorry I was misunderstood in this matter, and hope I may now make myself clear. I expressly proposed that Greek be taken from the preparatory course, and expressly proposed what should take its place. I said it should not be mathematics, and, I think, I gave a sufficient reason for it,—not any reason, however, derogatory to the skill of those engaged in teaching the mathematics in the high schools. I trust that I have shown for twenty years past just as much respect for one class of teachers as for another, and not a whit more. [Applause.] The substitute I proposed was Latin—language for language. Mathematics is no proper equivalent for language. As it is now, it is impossible for the colleges to act in this matter otherwise than they do. I assure you, Mr. President, that there is an ardent desire on the part of the colleges to coöperate with the high schools in this matter. We have talked about it in our meetings, and if the colleges could remove the difficulty, I believe that it would be done by them. I think the method I proposed gives some light. The gentleman says (in my ear) that Latin is now taught four years. I am aware that this is done in the Columbus high school, but the question is, How much Latin can the high schools generally teach. If Latin alone is taken, let there be more Latin. If there is no French or German, the Latin should commence earlier. The Latin can be taught about the time we *ought* to begin English grammar, that is about two years earlier than Latin is usually begun. The colleges in Ohio and through the western states, except Michigan perhaps, are compelled to have their preparatory schools, and, to prepare pupils in two years, they are put into Greek and Latin both at once. If a general sentiment can be created in favor of beginning the study of Latin in the public schools two years earlier than at present, and this can be done by many, the Greek can be dropped, but it will not do for one or two colleges alone to do this, and, in the nature of things, the colleges can not take this step until the high schools have taken the initiative. [Applause.]

HON. C. S. SMART, of Columbus: I fancy a difficulty in the way of adopting President Tappan's plan entirely. I understand that the difficulty in properly preparing young men for college is the insufficient corps of teachers in the high schools. In the larger cities where the teacher may have a specialty, the work may be done, but in a larger majority of the counties of the state of Ohio, where there are but two, possibly but one teacher in the high school, it seems to me impossible for that particular preparation or any other sufficient preparation to be made. I have thought that if the school law could be so amended that a county would be a district for high school purposes, young men and young women could be properly prepared for college by entering the high school at the county seat. Such a school would furnish youth the means of preparing for a higher education at their own homes. These high schools would be sufficiently large to justify a corps of teachers large enough to do the work, as it is done in Cincinnati, Columbus,

Cleveland, and other large cities. I may be mistaken, but I believe such a plan would soon take into the colleges a great many more than fifty pupils in a year. [Applause.]

M. C. STEVENS, of Salem: Mr. Williams asked, "Why not leave out the Greek entirely?" The Michigan University was acknowledged, I believe, by President White, of Cornell, last year, to be an institution of some importance—one of the important institutions of the country. It has different courses of study, including a Latin and scientific course, which is a very popular one. That course requires a certain preparation in French, beside the usual preparation in Latin. In what is called the classical course, French is studied the first two years, and German the last two years. They have no preparatory school there, except the Ann Arbor High School, which is the preparatory school for Michigan University. This school recently graduated sixty pupils, and a large proportion of them will enter the University. I suppose there is this difficulty with regard to Ohio colleges: They can not institute this Latin-Scientific course because they have not enough professors. They have either to come right square to the issue, suggested by Mr. Williams this morning, and leave out the Greek altogether, or keep up the regular classical course as it is.

MR. E. M. AVERY, of Cleveland: It seems to me the gentleman made a very important point when he referred to Michigan University with its fine course without Greek. I thought of that when Dr. Williams asked this morning, why not leave out Greek entirely. Some of the finest students sent out of that institution—which certainly is an institution of some importance—have not a knowledge of a single word of Greek. Why not do this here in Ohio? I wish it distinctly understood that I am an Ohio teacher, and when I say anything in regard to Michigan University, I have no ax to grind.

E. E. WHITE, of Columbus: As early as 1865 I suggested and advocated the omission of Greek as a preparatory study as a means of harmonizing the courses of study in our colleges and high schools; and I have since watched the discussion with special interest. I must confess that the more I study the problem, the more difficult seems its solution, for there are difficulties which do not appear upon the surface.

The high school course of study aims to give the very best possible education that can be given in the time it covers. It is not designed primarily to be a preparation for a higher course, since nine-tenths of high school pupils will take no higher course. Their school education ends with the high school. This fact makes it necessary to include in the course the elements, at least, of all the great departments of human knowledge, including language, mathematics, natural science, history, etc., and each in due proportion. One language besides the English is all that can be profitably undertaken by the great majority of high school pupils. The present high school course embodies the experience of the country, and no one would think of so changing it as to make it simply preparatory to the college curriculum, since this would not be the best course of study for nine-tenths of the pupils. The present course

is doubtless susceptible of improvement. Some studies might be made more prominent, and a few might be dropped altogether, but in its essential features the course is well adapted to the end proposed—the giving of the best education possible in the time.

The college course is also a growth, and it embodies the experience and wisdom of centuries. It is not easy to make radical changes in it. Within a few years the course has been modified by adding the natural sciences, and this has been done by crowding them into it from above, so to speak. This has resulted in crowding more of the Greek, Latin, and mathematics into the preparatory course. It is surprising that President Eliot, of Harvard, should speak of a *year's* preparation in Greek. It takes the high schools of Cincinnati three years to prepare pupils in Greek for Harvard, and four years to make the preparation in Latin. It takes two years in Greek and three in Latin for our high schools to prepare pupils for the best Ohio colleges.

Comparing these two courses of study, it is evident that the high school course, including three to four years in Latin, is not a preparation for the college course. It lacks at least two years of Greek, and it has full one year too much of mathematics and more than two years of natural science and other branches included in the college course. Hence the only way in whicb the high school can prepare pupils for college is to provide a *separate* course for them. This is done by substituting Greek for the studies included in the college course. This involves the forming of at least two classes in Greek for the accommodation of a very small number of pupils, and these classes usually require the attention of the best and most expensive teacher in the high school. The great expense of this extra instruction causes boards of education to hesitate to provide it, and in the smaller high schools it is a very severe tax upon over-worked teachers. The result is, that there are but few high schools comparatively that attempt to furnish full preparation for college. How can this difficulty be removed? It is suggested that the colleges should not require a knowledge of Greek as a condition of admission. This seems an easy thing to do, but it involves a considerable readjustment of the college course. If Greek is begun in college, it must extend through the entire course, and studies now pursued in the senior year must be introduced earlier. Whatever may be accepted as a substitute for two years of Greek must be changed from the college to the preparatory course. This will necessitate a partial reconstruction of the college course, and the practical question arises, What will the colleges gain by it? When this is done, the high schools can not prepare to exceed one-fourth of college students. The great majority of youth who go to college, reside where there are no high schools that can furnish the requisite preparation, even when Greek is omitted. The suggestion of Commissioner Smart respecting the organization of county high schools, would remove this difficulty to some extent. The high schools in our cities and larger towns can not meet the demands of country youth. It is more expensive for a non-resident to send a boy

to a city high school than it is to send him to college, and besides the high school course of study demands a previous preparation which country schools do not furnish. The high school course also includes studies which are repeated in college.

MR. M. C. STEVENS: Will that hurt the boy?

MR. WHITE: It will not hurt the boy, but it makes his preparation for college more expensive, and this is an important fact. It costs something to obtain an education when the very best use is made of time and means. I think experience shows that it is not best for a boy to anticipate too much of his college course. But all that I wish to show is that the high schools can not supply the colleges with a majority of their students, and the question recurs, Will it pay the colleges to adapt their courses of study to the high schools? I have not time to discuss this question. I have long believed that the modification required would improve the college course, and that it would not lower the standard of college education. But most college men believe that it would be a serious loss.

With all deference to the opinion of President Tappan, I submit that the high schools can not solve this difficulty. They are in the hands of the people. The colleges must come to the high schools, and I believe that this would be the best thing for the colleges. When this is done, we shall still need a considerable number of preparatory schools within easy reach of country youth. We greatly need in Ohio some twenty endowed academies of the higher order, where students can prepare for college at comparatively little expense, and it would be a good thing if a number of our present college foundations could be used for this purpose. [Applause.]

PRESIDENT B. A. HINSDALE: I have listened with very great interest to what has been said by the various speakers who have engaged in the discussion, and especially by the speaker who has just taken his seat. I long ago was made to feel that the high schools and colleges of Ohio are very thoroughly out of joint, and the statement of president Tappan this morning, that not more than fifty pupils per year pass from the high schools to the colleges of Ohio for a full college course, shows this. But I confess I have never been made to feel the difficulties in the way of bringing them into harmonious, active co-operation, as I have been by the remarks made by Mr. White. The high school system has evidently not been made preparatory to our college system, but occupies an independent position. The controlling idea has been to provide a course of training complete in itself, not a part of a larger course, but a course that ends with itself. It seems to me, therefore, that the many suggestions thrown out to remove the difficulties and bridge over the chasm between the high schools and colleges, will be found to be very ineffectual, I will not say futile. They do not appear to recognize really the great and radical difficulties involved in the problem itself. I confess I am unable to see how Mr. White's suggestions will solve this difficulty. He referred to the large number of studies found in the high school course, which the student is required to repeat in college, and

the question was asked, whether it would hurt our students to take the same course over. There seems to be great force in his reply. Shall we require high school pupils to spend a year, more or less, on mental and moral philosophy, political economy, etc., and then require them to go over the ground again *in a larger book?* I presume the proposition to throw these studies out of the high school would not be listened to, either by high school principals, or by those who stand behind the public schools. So we are confronted by this difficulty. Can we drop the Greek and bestow the time now bestowed upon Greek to the study of Latin, as suggested by president Tappan? This may help to solve the difficulty we are discussing; but it seems to me that this would involve the reconstruction of our public school system so that it shall not be considered a unit in itself, but a part of a larger whole, including the collegiate or university system of training. It might be well to go back and discuss the question whether the adjustment under discussion ought to be made. I suppose it has been done in Michigan. I understood that the high school at Ann Harbor is, in a certain sense, preparatory to the university, and I am informed several other high schools in the State are doing a similar work, though there is no other one where it is done to the same extent. But even in Michigan there is a very heavy fire being opened on that feature of the high school work. The feeling is expressed that it is asking too much of the high schools to require them to devote so much of their time and money and energy in the preparation of pupils for the university.

I do not wish to be understood as saying that there is no way out of the difficulty. I hope there is, and for one I shall rejoice to see such a result. The omission of Greek, as suggested, will help, but it is important to consider all the facts.

MR. WHITE: I do not wish to be understood to say that it is impracticable to modify our high school course so as to adapt it better to the college course. Latin can and should be made a part of the course in every high school. This is best even for pupils who will not go beyond the high school. I also believe that mental philosophy, logic, etc., may well be omitted, since the course is now too crowded. Something can be done in this direction.

MR. HANCOCK, of Dayton: It is unfortunate, I think, that the course of study in the high schools in our cities is so often considered complete in itself. It should also be preparatory to college, and the difficulty in the way can, I believe, be solved. Mr. Monroe is present, and the Association would be glad to hear from him on this question. [Applause.]

HON. JAMES MONROE, of Oberlin: I can not now remember an occasion when I have listened to a discussion that has been more interesting and profitable to me than this has been to-day. It is evident that you are in advance of me in the time devoted to the study of this interesting question, but so far as I have considered it, my thought has been in the direction of the remarks made near the close of the debate. The difficult question with me is whether there is promise enough in the plans

of adjustment proposed to justify any large sacrifices in that direction. The two facts which confronted me years ago have been brought out in this discussion, viz: (1.) The great majority of college students never go to high schools to make their preparation, and never will; and (2) the great majority of high school students never go to college. These two antithetical facts seem to make the adjustment almost hopeless. Why should the colleges modify their course of study—a course developed by a natural law of growth—for the sake of people who never go to college? Why should the high schools alter their system of instruction to make it preparatory to other institutions where their students do not go? Will this pay? I do not disparage such moderate modifications, if I may so speak, as will better adapt the two courses to each other, without interfering with the natural growth of either. It is a very good thing for high schools to fit those students who intend to go to college, but I would not revolutionize both classes of institutions to bring them into harmony with each other. The American college has a life of its own, its own law of growth, a development from within. And the American high school has a life of its own, a normal, healthful growth. Why not let each grow in its own way and do its own work? It does not strike me that it will pay to try very hard to fashion them on the same model. It is better to let educational institutions have a natural development, a wholesome growth, such as the wants of the people dictate, and such methods of instruction as their success and usefulness show to be best for them. [Applause.]

MR. JOHN H. ROLFE, of Chicago: Permit me to say a few words with reference to Michigan. Of some sixty or seventy graduates of the high school in Ann Harbor this year, some fifty or sixty of them will enter the Michigan University. How does this occur? It is not because there are so many students in the course of preparation that belong properly to the city of Ann Harbor, but simply because students go to Ann Harbor to prepare for the University. There are a dozen other high schools in Michigan which are as really preparatory schools for the University as the one at Ann Harbor, but Ann Harbor prepares the largest number. Why? Simply because the University is there, and arrangements for boarding or house-keeping can be made at once for the preparatory and the university courses. Many families move there to educate their children. As good preparation can be made in Kalamazoo, Adrian, Detroit, and other places, from whose high schools pupils are admitted to the University without examination. The course has been agreed upon by the University and the high schools. This shows that a large number of high school students do go to higher institutions.

MR. HANCOCK: That is, they will go when they have proper facilities for doing so.

MR. ROLFE: Yes, sir. Father Pearce and other pioneers in education in Michigan believed in higher education, and they made provision for it in the organization of the University, with the high schools as feeders. Ohio, Indiana, Illinois, and other States did not organize on that plan, and the consequence is that they are not as successful as Michigan in

giving higher instruction to a large number of students. It can be done in Ohio, and will be, no doubt, when you have succeeded in bringing the courses of study into harmony.

MR. WHITE: How many of the high school students take the full classical course in Michigan University? How many take other courses?

MR. ROLFE: I am not well enough informed to answer the question.

MR. E. O. VAILE, of Cincinnati: I have the figures here relating to the high school at Ann Arbor. Of the class that recently graduated, the number in the Classical course was 26; in Latin course, 11; Scientific, 21; English, 4; Commercial, 5; German and French, 1.

MR. ROLFE: The course of study in the high school of San Francisco is adapted to the University in Oakland with a slight modification. The thing needed is to have men in the high schools who believe in college and university education.

DR. WILLIAMS: I rise to offer a resolution, but the course of the discussion for the last hour causes me almost to hesitate to do so. The high schools, so far as I can see, have arranged their courses of study with reference to the actual wants of the present day, and they are compelled to do this. If I should say what I think about the colleges, I would seem heterodox. Is that which was so beautifully adapted to the wants of two hundred years ago, all that college instruction should now be? If so, then there must remain an irreconcilable difference. But I do not believe that this is true. The noble college educators of Ohio have done vastly more difficult things than the harmonizing of these two classes of institutions. I am a friend of classical education, and when I asked this morning, "Why Greek at all?" I was looking toward a modification of the college system in the direction of its adaptation to the wants of the average man of to-day. I am quite sure that if the college course were so modified, the Cleveland High Schools, instead of sending annually two or three classical pupils from each to the college, would send fifteen, twenty, or thirty.

I have merely offered these remarks as showing my lack of faith in the gloomy view, though I do not know that it is intended as a gloomy view. I will now submit my resolution:

Resolved, That a committee of three be appointed by this Association to confer with a similar committee from the College Association to endeavor to prepare some definite plan of coöperation between the high schools and colleges to report at our next annual meeting.

The resolution was adopted, and the Chair appointed Messrs. S. G. Williams, of Cleveland, J. W. Coy, of Cincinnati, and M. C. Stevens, of Salem, the committee.

The Association then took a recess until 7½ o'clock P.M.

EVENING SESSION.

The Association was called to order at 7½ o'clock.

Supt. A. T. Wiles, of Zanesville, from a committee appointed

at Columbus, in May last, reported a schedule or outline of the educational work to be presented at the Centennial Exposition in 1876.

This plan was discussed by Supt. John Hancock, of Dayton, Supt. H. B. Furness, of Tiffin, L. S. Thompson, of Sandusky, Hon. C. S. Smart, of Columbus, Hon. T. W. Harvey, of Painesville, Hon. E. E. White, of Columbus, Supt. A. J. Rickoff, of Cleveland, and Supt. D. F. De Wolf, of Toledo.

No action was taken on the report.

The Association adjourned to 4 o'clock P. M., Wednesday, June 30.

In consequence of the unexpected length of the exercises of the "Teachers' Association", the Superintendents' Association did not meet according to adjournment, and Supt. Wiles's report was finally made to the Ohio Teachers' Association, on Thursday afternoon, July 1, and adopted by that body. It will be found in the minutes for July 1, 1875.

L. S. THOMPSON,
Recording Secretary pro tem.

EDITORIAL DEPARTMENT.

—— We have enlarged this number to admit the proceedings of the Superintendents' Section of the Ohio Teachers' Association at its late meeting at Put-in Bay. The papers and addresses are given entire and the discussions are carefully condensed from full phonographic reports. Our September number will contain the proceedings of the Teachers' Association, and will be about double the usual size. The two numbers (August and September) will together contain about one hundred and forty pages, and, to any live teacher, they will be worth the subscription price of this journal for one year.

—— The late meeting at Put-in Bay was one of the very best in the history of the Ohio Teachers' Association—and this is no small commendation. Many pronounce it the best meeting yet held. The attendance was large, the exercises were unusually interesting and profitable, and the spirit was capital. There was not a break in the programme—an unusual success. The Executve Committee received general commendation for the excellent arrangements made, and Presidents Johnson and Moulton for the very acceptable manner in which they presided. The meeting was a very enjoyable occasion socially. Many were annoyed by the associations of the place where the Reunion was held, and we would suggest the propriety of holding it hereafter in the ample hall of the Put-in Bay House.

OHIO.—Mr. E. A. Jones, for two years past in charge of the schools of Marietta, returns to Massillon, at a salary of $1,800.——Mr. I. M. Clemens, of Wooster, has been elected superintendent of the schools of Painesville.——Mr. J. F. Lukens, of Portsmouth, succeeds Mr. Clemens at Wooster, and Mr. M. S. Campbell, for several years past principal of the Portsmouth High School, is Mr. Lukens's successor.——Mr. C. F. Palmer, of Columbus, succeeds Mr. Wood as superintendent of the schools of Findlay, at a salary of $1,200, and Mr. J. J. Stoddard, of Columbus, a graduate of Michigan University, succeeds Mr. Palmer in the Columbus High School.——Mr. L. D. Brown, for several years in charge of the schools of Belpre, has been elected superintendent of the schools of Eaton.——Mr. W. M. Harford has been reëlected superintendent of the schools of London, and his salary increased to $1,400.——Mr. F. Halderman, a graduate of Wittenberg College, has been elected principal of the Lancaster High School.

——TWELVE pupils graduated from the Fremont High School in June, and the exercises gave great satisfaction. The young ladies of the class had the good sense to adopt an inexpensive dress. Supt. Ross has filled his present position many years, and the schools have made marked progress under his direction.——Thirty-six pupils graduated from the Toledo High School June 25th. In introducing the class, the youngest and one of the best that has yet graduated, Col. De Wolf made an able and felicitous speech, strongly defending the high school as a part of the public school system.——The closing exercises of the public schools of Marion gave great satisfaction. Two pupils graduated from the high school. Supt. Eversole has been reëlected, and Mrs. Eversole is continued in the high school.——Nine pupils graduated from the high school of Warren in June, and the *Chronicle* states that the essays and orations were of unusual merit. Supt. Barney believes in thorough instruction, and he is supported by a faithful corps of teachers. The high school fits boys for college.

——THE Board of Education of Cleveland pays Superintendent Rickoff a salary of $4,000; the principal of the Central High Schools, $3,000; principals of the West High School and East High School each $2,500; first assistants in the two high schools each $2,000; principal of Normal School $2,500; two supervising principals each $2,500; first special superintendent of primary instruction $1,400, and second $1,100; special teacher of music $2,500; drawing master $2,250; teacher of penmanship $2,000; principals of ward schools from $750 to $1,200, according to the size of the school. Other female teachers receive $400 for the first year, $450 for the second year, and $500 and $550 for the third year. In case of eminent success this salary may be increased to $650 a year. Assistants in the A grammar classes may receive $900, and assistants in the B grammar $800.

——THE city of New Bedford, Mass., holds its scholars in school through grammar department over Boston, and Providence in the proportion of almost two to one. Supt. Harrington claims that this result is due, in part at least, to the fact that there is no reclassification, with few exceptions, in the New Bedford schools.

ANSWERS TO QUERIES IN JULY NUMBER.

1 and 2. No reason can be given for not using the regular plurals, *geese* and *cheeses*. The latter is commonly used.

3. If a child of mine had been born February 29th, I would celebrate its birthday always on the last day of February.

4. O-bi'-dah, with the accent on the second syllable. So Dr. Brewer gives it in his *Dictionary of Phrase and Fable.*

Chicago, Ills., July 5, 1875. SAMUEL WILLARD.

BOOK NOTICES.

ORIENTAL AND LINGUISTIC STUDIES. Second Series. By WM. DWIGHT WHITNEY, Professor of Sanskrit and Comparative Philology in Yale College. New York: Scribner, Armstrong & Co. Price, $2.50.

This work contains twelve papers as follows: 1. The British in India. 2. China and the Chinese. 3. China and the West. 4. Müller's Chips from a General Workshop. 5. Coe's Aryan Mythology. 6. Alford's Queen's English. 7. How Shall We Spell? 8. The Elements of English Pronunciation. 9. The Relation of Vowel and Consonant. 10. Bell's Visible Speech. 11. On the Accent in Sanskrit. 12. On the Lunar Zodiac in India, Arabia, and China. The titles of these papers show that the work embodies the results of Professor Whitney's studies in directions of special interest to all students of language. The seventh, eighth, and ninth papers are most valuable contributions to English orthography and phonology, and should commend the volume to every teacher of these subjects.

FORBRIGER'S DRAWING TABLETS. In Four Numbers. By ARTHUR FORBRIGER, Supt. of Drawing in the Cincinnati Schools. Cincinnati: Strobridge & Co.

We recently described the first number, designed for primary classes, and it is sufficient to say that the second, third, and fourth numbers are constructed on the same principle, but are about twice as large. The different sheets of the tablet are so fastened together that the pupil can not see the lessons in advance, thus preseving the charm of novelty and consequent interest. We learn that these tablets are giving good satisfaction in the Cincinnati schools, where the results in drawing certainly show very successful teaching. We have never seen as fine specimens of school drawing in all grades as those exhibited by Mr. Forbriger at Put-in Bay. The Tablets are accompanied by a "Teacher's Manual", containing full explanations and illustrations of the exercises in Tablet No. 3, with instructions and explanations in blackboard drawing. We commend this new system of teaching drawing to all who are interested in this branch of instruction. See the publishers' advertisement in this number.

——MR. W. M. SCRIBNER, of Chicago, recently handed us a large and well-filled envelope, with a look that rightly assured us that there was something very nice inclosed. On opening the package we find that it

contains "Bartholomew's National System of Industrial Drawing, Free Hand", in seven books; "Payson, Dunton & Scribner's Primary Short Course in Penmanship", in four books, and the "National Spelling Blanks", in two books. The enterprising publishers (Potter, Ainsworth & Co., New York) would like to have our readers share our pleasure, but the best we can do this month is to advise all interested to procure this big envelope and open it for themselves. It will pay.

NEW BOOKS RECEIVED.

A COLLECTION OF ALGEBRAIC PROBLEMS. By Joseph Ficklin, Ph.D. New York and Chicago: Ivison, Blakeman, Taylor & Co.

A PRIMARY ARITHMETIC AND TEACHER'S MANUAL. By Edward Olney. New York: Sheldon & Co.

THE ELEMENTS OF ARITHMETIC. By Edward Olney. New York: Sheldon & Co.

BUTLER'S PICTORIAL HISTORY OF THE UNITED STATES. By John A. Stewart, Principal of the Reading (Pa.) High School. Philadelphia: J. H. Butler & Co.

CHILDHOOD: The Text-Book of the Age. By Rev. W. F. Crafts. Boston: Lee & Shepard. Price, $1.50.

SCHOOL REPORTS.

Annual Report of the Board of Education of Connecticut. Hon. B. G. Northrop, Sec'y.

Report of the Salem Union Schools for the Twenty-Second Year. Hon. W. D. Henkle, Supt.

Report by the Curators to the Governor of Missouri, containing Catalogue, Announcements, and other matter pertaining to the University.

Annual Report of the Kansas City Public Schools. J. M. Greenwood, Supt.

Third Annual Report of the Superintendent of Public Schools for the City of Alexandria, Va. Richard L. Carne, Supt.

PAMPHLETS AND CATALOGUES.

Circulars of Information of the Bureau of Education. No. 3—1875. An account of the Systems of Public Instruction in Belgium, Russia, Turkey, Servia, and Egypt. No. 4. Waste of Labor in Education. John Eaton, U. S. Commissioner of Education.

Catalogue of the Officers and Students of St. John's Academy, Alexandria, Va.

Catalogue of the West Chester State Normal School, West Chester, Pa. Geo. L. Maris, Prin.

Catalogue of the Caldwell Normal School. 1874. J. M. Amos and L. D. Brown, Principals.

Tenth Annual Catalogue of the Orwell Normal Institute, Orwell, Ohio. H. U. Johnson, Prin.

Circular of the Pontiac Public Schools, Mich., for the year 1875. J. C. Jones, Supt.

Catalogue of the Ohio Wesleyan University, for the year 1874–5, Delaware, Ohio.

Course of Study for Iowa Normal Institutes. 1875. Alonzo Abernethy, State Supt.

Catalogue of Earlham College, Richmond, Ind. Joseph Moore, A.M., President.

Circular Address of the State Superintendent of Public Instruction; together with the Amendments to the Public School Law of Tennessee.

Catalogue of the Central College Academy, O. Prof. F. A. Wilber, Prin.

WHAT IS SAID OF THE NATIONAL TEACHER.

Henry F. Harrington, *Supt. Schools, New Bedford, Mass.:* "There is no educational magazine in the land to compare with yours." (May 10, '75.)

A. M. Kellogg, *Editor of the New York School Journal* (weekly): "I esteem your journal as the best of all, solid, just, and discriminating." (July 1, '75.)

J. L. Newby, *Mediapolis, Iowa:* "I am perfectly delighted with the TEACHER, and shall be a reader of it as long as it remains anything near what it is at present." (March 25, '75.)

Joseph C. Jones, *Supt. Schools, Pontiac, Mich.:* "I have but the kindest words for your paper. It has brought me much encouragement and assistance the past year." (June 10, '75.)

Wm. G. Fee, *Supt. of Washington Co., Pa.:* You have my very best wishes for the success of the NATIONAL TEACHER—among the best, if not *the* best in the U. S. A." (June 5, '75.)

A. E. Wardner, *Supt. Schools, Jefferson City, Mo.:* "I have been reading the leading Ed. Journals of the U. S., but find no one, in my opinion, equal to the NATIONAL TEACHER. Would not part with it for anything."

E. H. Butler, *Supt. Schools, Lawrenceburgh, Ind.:* "By the way it is the best Educational Journal I have ever read."

Prof. **W. M. Cramer,** *in Lewisburg Chronicle, Pa.:* "The NATIONAL TEACHER, from the first, has impressed us as the model school journal of the country."

J. H. Thompson, *Supt. Schools, Des Moines, Iowa:* "I wish to renew my subscription to your invaluable school journal."

Mr. **H. N. S. Newton,** *Osage City, Kansas:* "We consider the NATIONAL TEACHER the best educational periodical we have yet seen."

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THE

NATIONAL TEACHER:

A MONTHLY EDUCATIONAL JOURNAL.

Vol. V. SEPTEMBER, 1875. No. 9.

OHIO TEACHERS' ASSOCIATION.

PROCEEDINGS OF THE TWENTY-SEVENTH ANNUAL MEETING, HELD AT PUT-IN BAY, JUNE 29 AND 30 AND JULY 1, 1875.

II. General Meeting.

The Association was called to order at 9½ o'clock, Wednesday morning by Samuel Findley, of Akron, chairman of the Executive Committee.

Prayer was offered by Rev. W. H. Jeffers, D.D., of Cleveland.

President A. B. Johnson, of Avondale, was introduced, and delivered the following—

INAUGURAL ADDRESS.

Ladies and Gentlemen of the Association:

Many thanks for the high compliment which you have paid me. I hope to be able to discharge the duties of the position faithfully and impartially. With the example of the able men who have preceded me, in mind, and remembering that assemblies composed of educators are proverbial for their decorum and adherence to legitimate business, I promise myself an easy and most agreeable task in presiding over your deliberations.

Another school year ended, the arduous labors of the final examinations over, our weary and restless pupils released from restraint, we meet at the beginning of our generous annual vacation to exchange greetings and congratulations; to take counsel in regard to the educational interests of our state; and to attempt the solution of some of the very important problems now demanding the attention of teachers in every part of our land.

About three-quarters of a century have passed since the hardy settlers

of Ohio felled the forests, built their rude cabins, and with a few simple implements won a scanty support from the soil. And now, after the lapse of this brief period, our state presents the appearance of a vast cultivated garden, or highly ornamented park. Its numerous growing cities, its brisk villages, its wide-spreading farms and countless homes, which checker and cheer the landscape, would easily lead us to believe that the narratives of wild adventure, of "border life", in those early times are but fairy tales.

The new and growing civilization—this great increase of the comforts and luxuries of life—presses upon us numerous responsibilities. To receive, to appropriate, to enjoy the bounties of Providence placed in such lavish abundance within our reach, a high degree of culture is required. There is, consequently, a pressing demand for skilled labor in all the departments of industry—in every avenue of trade, commerce, and letters. And for the early training necessary to produce this, we must depend chiefly, as we should do, upon our vast educational establishment. Many are careless because they are confident that so much machinery and motion will, without doubt, work out valuable results. While we heartily indorse every word uttered in commendation of our system of free schools, and believe that all which we most prize in our present form of government is dependent for its continuance upon popular intelligence; yet nothing is to be gained and much may be lost by indifference and silence in regard to its faults. The system has been so long tried, is so richly endowed and fondly cherished by the people, whom the government has wisely made its agents in the execution of its provisions, that its merits and faults may be freely and fearlessly considered. We are not of those who are filled with dark forebodings. There are a few things which the people of this land love, and that, too, with an ardent, deep devotion. Prominent among these, yes, first and foremost, are this confederation of states and the present system of free schools. There are good reasons for believing that the lessons and warnings contained in the history of other republics have been learned to some purpose by our people. That the belief is unalterably impressed upon their minds, that tyranny is allied to ignorance; liberty to intelligence. Moreover, many extend to the common school a hearty support because they think it the most democratic of all our institutions. Whatever differences may be tolerated elsewhere, in consequence of birth, wealth, or any other accident, there all meet on a common level, and early learn to concede and respect that equality in rights of all, which is the central principle of our government. There have been movements recently at some of the centers of population, trade, and corruption, at which some have taken alarm. We are told that the population of large cities would in time die out, without the influx of pure and fresh blood from the country. So we may rely upon the rural population to enforce lessons of morality and pure political precepts upon the ignorant and bigoted masses, which too often control the politics and government of our cities. But the friends of popular education need not stand doubting and fearing lest they precipitate a crisis which will subvert the whole system. More is to be feared from a neglect of

the thorough execution of its provisions. If the wise and liberal enactments made in the constitution and local school laws be faithfully executed, both in spirit and letter,—if all were done that may be within their pale for the improvement and complete development of the system,—its continued popularity and perpetuity would be secured.

It must be patent to the minds of all who have examined the question carefully, and without prejudice, that there is but one way of warding off ecclesiastical encroachments upon the free schools, and that is by a close adherence to the old doctrine in which we have so long gloried, viz: "The entire separation of church and state"; *the complete freedom of the schools from any and all sectarian or denominational influence.* This position taken, and, while we have yielded no just right, compromised no principle, we shall be unincumbered to repel all sectarian claims and to mainiain the integrity of the system. But this topic is now so widely and thoroughly discussed by the secular and religious press, that any further allusion to it is not necessary, and would occupy time which can be more profitably devoted to subjects strictly professional.

Those best acquainted with the practical work of our schools must be painfully conscious of the existence still of radical defects, which have seemed to diminish but little, if at all, while marked progress has been made in many other respects. Prominent among these are, first, what has been aptly called *sensational teaching*, and the poverty of its results; second, *that with the multiplied advantages for intellectual culture, has appeared an astonishing development of moral depravity;* and, third, *the pressing want felt in many schools, high and low, of intelligent teaching.*

Throughout the long and varied discussion of schools and popular education, no more serious charge has been made than that the great majority of pupils leave the schools with little or no zeal for knowledge; that they seem satisfied to utilize that which they have obtained, and are careless of further acquisitions. We should be indifferent to this charge, did we not feel that it is true; and, in reply to it, we are not satisfied with asserting, that nature evidently designed that the "fittest" only should attain to a high degree of knowledge and skill; that the multitude must be "hewers of wood and drawers of water." When we consider to what degree the continual unfolding of the intellect elevates and ennobles man, and increases his power over the objects of nature, we can not abide by this humiliating conclusion. We may do that which will be far more profitable to others and honorable to ourselves, if we carefully scrutinize the causes and strive for their correction. The scholastic acquisitions of the pupil, attained during his course of study, are of small value, whatever his percent may be, when compared with the worth of an earnest desire for knowledge and an unconquerable purpose formed in the heart, stimulating and urging the whole being onward to the fulfillment of a true and noble life. The outside pressure is so strong for *show* and *surface* that the pupils of the higher classes in our schools are required to carry a burden of so many tasks, that it is absurd to suppose for a moment that it is possible for them to do justice to any of them. There is little or no time for teacher or pupil to cultivate habits of thought and independent inquiry. The feeling of the

necessity of spreading the effort over the prescribed surface is never relaxed for one hour during the entire term; and our pupils are obliged to pursue a course of skimming and scattering which, if continued in after life, would result in miserable failure. How many lives are ciphers, simply because nothing had been thoroughly mastered. It is a fact continually corroborated by experience, that the *interest* which a pupil feels in the pursuit of any study is in *direct proportion* to the degree of *exactness* and *completeness* insisted upon by himself, or by his teacher, or by both. The most careful attention to details is *not* a *hinderance* to the broadest and most comprehensive view of any topic, but rather prepares the way for an unincumbered and firm grasp of the central principles. *Not how much, but how well,* and "*what is worth doing at all, is worth doing well*", are maxims which can not be too often in the thought or on the lips of the teacher. But the chief point which we wish to make, and which we believe to be of great practical value, is this: that a *sustained* and *continually increasing interest* may be reached in the pursuit of any branch of study by continually insisting on a *higher* and *higher* degree of *clearness* and *conciseness* in all the exercises connected with its treatment. The converse of the proposition is also true, viz: that any looseness or inaccuracy allowed by the teacher and practiced by the pupils has a rapidly demoralizing effect, and is soon confirmed into a habit, and often results in indifference, if not disgust, with the subject, and even a premature abandonment of *all* study. Of some of the branches studied in the high school and colleges, we seek to give the students only a *general* knowledge, which often results in a *knowledge of nothing.* No wonder that they become weary and perplexed. They are often lost in maze of terms and formulæ. It has been said that any honest occupation to which a man may apply himself, would make his fortune and his fame, if he mastered *all* the knowledge connected with it. You need only to have individual experience in directing and inspecting the work of mechanics to realize how purely mechanical it is; how little thought they give to their labor; and how entirely destitute the great majority are of any desire to attain to a high degree of excellence in their vocations. May it not be true that the careless, incomplete life work of thousands is, in a great measure, due to a want of more careful training in the schoolroom? And is it not possible to so drill and cultivate an entire grade of pupils by careful and judicious criticisms upon their work, repeated daily,—by never withholding the just meed of praise from those who attain to excellence, nor from those who earnestly strive for it,—by continually reaching out to a higher and higher degree of culture yourself, and teaching your pupils to follow,—to beget in them so strong a love for the acquisition of knowledge, to make them such careful and severe critics of their own work, to cause them to derive so much real delight from the consciousness of having so often done the very best in their power, that they may not, as thousands now do when they leave the halls of learning, throw aside their books in disgust, and abandon all effort at anything like systematic intellectual culture?

You have only to review the experiences of your own mind, the joys you have felt at your own little discoveries, and to remember the tenac-

ity with which you have clung to them and the fondness with which you have cherished them, to know something of the change that may be wrought in the child when his mind has been "woke up", and he has ceased to be only a passive recipient of the thoughts of others and induced to become an active discoverer of truth.

Now this change can be wrought, not at once, but by degrees,—by persistent effort and by means entirely feasible—by precisely the same process by which great minds, in all time, have attained to noble and wonderful results. There is no work so good, but that it may be made better by repetition—not for rote, but for improvement; and one improvement suggests and leads the way to another. *The careful, persistent following up of little hints* opens the way to new themes of thought and fresh discoveries. This is one of the most marked characteristics of a strong original mind.

The consciousness of progress, of success, of having attained a high degree of excellence, of being as good as the best, are among the most powerful stimulants that can urge any mind to action. It has been said that, before a child can throw any energy into a study, he must find that study *interesting in itself or in its results.* Now, since the average child thinks little and cares less for the results of study, the interest, if he has any, must cluster around the subject of study. We all delight in doing that which we know we can do well. If the pupil is required to go no faster than the subject is clearly comprehended by him,—if he is required to execute its work and explain its processes,—if the teacher is enthusiastic and always in advance, more anxious that his pupils should discover for themselves than to make known to them what he has found out,—continually insisting upon thorough work and the nicest accuracy —*there will be no lack of interest or even enthusiasm in his classes.* Yet I know that this is a consummation hard to be attained by our already overworked teachers. It may, however, be reached by care and persistent effort, and is the only condition with which the truly conscientious teacher can be satisfied.

The notion has been widely prevalent for years, that the manner of training youth which our forefathers practiced was harsh and severe, and even subversive of the purposes which they sought to accomplish. And the cheap *ad captandum* arguments,—the specious and flippant forms of reasoning which have so long passed current, and been regarded as the *ne plus ultra* of all that should be thought or urged in a discussion of the subject,—are depreciated, year by year, as facts and results take the place of theory and speculation. When great occasions arise, and noble qualities of head and heart are sought for,

> "We sigh for a man with head, heart, and hand,
> Like some of the simple great ones gone,
> Forever and ever by;
> One still, strong man in a blatant land,
> Who can rule and dare not lie."

These modern maudlin ideas of education—this do-as-you-please method of bringing up youth, so common among rich and well-to-do people,—have so penetrated and colored our courses of study and manner of

teaching and governing, that they have done much to emasculate our system of education and counterbalance or render abortive many sound and wholesome improvements which the earnest educators of the immediate past and present have introduced. A modern school boy often goes upon crutches from the beginning to the end of his course. Every pebble is taken from his pathway. Any author or teacher who can discover a method of further diluting his diet, is the true benefactor—the *caterer* of modern learning. Keys and translations help the teacher, and he makes all easy and lovely for the pupil. The poor dupe goes through his course boosted, bolstered, and coached, talking in college much of learning and discipline, yet stealing his lessons and, it may be, the examination papers. But when the tug of war comes—the strife of life—and the world only wishes to know what he can do,—he finds that he has no armor prepared for the conflict. He then realizes, it may be, that one may obtain a certificate from the schools for mere pantomime. But he has been a party to the deception, and wisely concludes to say nothing about it.

The one thought which, above all others, should be kept uppermost in the mind of the student is, to use a rough expression, that "he must win his spurs", that the mind can only grow by self-action;—that the greater the obstacles surmounted, the greater the victory, the sweeter its joy. That—

> "Those few to whom is given what they ne'er earned,
> Having by favor or inheritance,
> The dangerous gifts placed in their hands,
> Know not, nor ever can, the generous pride
> That glows in him who on himself relies,
> Entering the lists of life. He speeds beyond
> Them all, and foremost in the race succeeds.
> His joy is not that he has got his crown,
> But that the power to win the crown is his."

In my school days I had, as I thought, studied a theorem most carefully, but could not understand it. I went to my old schoolmastor for assistance. He patiently examined it, and gruffly remanded me to my seat, and bade me study it out for myself. I struggled with it for hours and conquered it. Whatever else is forgotten, that is now fresh in the memory. The mind readily recalls its principle and all its dependencies, and uses them with the utmost freedom and alacrity.

It is said that the only money which benefits a man is that which he has himself earned. So with knowledge. The superficial schemer may pick up some small change which others have coined, but the feeling that he should not pass it at par, will prevent his realizing its full value. We are zealously struggling to teach what only can be learned. When shall we learn that the *best* that we can do, is to teach our pupils to teach themselves? If we have not made them self-reliant, self-denying, superior to circumstances and not their slave, we have done little to prepare them for the rugged path of life: *our great opportunity has passed unimproved.*

But there are many serious obstacles in the pathway of the conscientious and faithful teacher. Children are expected to know more than

they have time to learn. It is not often that we meet with parents who show *sound sense* in the education of their children. The majority are only ambitious that they be promoted, and pronounced equal to others of the same age in families which they regard as their equals or superiors in *social life.* (It is wonderful how many are willing to sell out interests terrestrial and celestial for social position.) It is seldom that a parent expresses any anxiety or fear that his child may not be able to master the work of a higher grade. And the teacher is required repeatedly to present subjects to his pupils which they can not comprehend, merely because they have not sufficient *maturity of mind* to grasp the principles—*a ripeness which years alone can bring.* He knows, however, that his work will be judged rather by its *quantity* than its quality. He yields to the temptation, and *sound* is substituted for *thought;* and it may be that his pupils *never* pass the line which divides *sensational* and *intellectual action.*

THE MORAL QUESTION.

The question of the moral training of our youth is as *irrepressible* as was the slavery question. We can not be silent in regard to it if we would. We are *obliged* to recognize it as one of the *most serious questions* of the hour. As our system becomes consolidated and permanent, society will learn more readily to trace the moral depravity which appears in adult life to the want of proper influence and training in the schoolroom; and the sooner the true relation and duty of the teacher to this portion of his field of labor is clearly understood and accurately defined, the better for him and for society. What would we produce? What is an education? What is an educated man? Not surely a mere *learned* man. We speak of moral, physical, and intellectual education. Which do you regard as the most important? It is unnecessary to press the question. There can be but one *honest* answer. Miss Nightengale said that we might train a youth never so well in the three R's, if no moral and industrial training goes with it, a fourth R is likely soon to be produced, viz., Rascality.

I know that it is not quite the thing to discourse upon the immorality of the times. But how can a public teacher, who has any regard for truth and honesty, be silent, when all around him, in business, in social life, in the family, in the church, in politics, he sees exhibited craft, boasting, treachery, and hypocrisy. He hears the candidate before the public assembly unblushingly recounting and lauding his own "antecedents" and recommending himself for office; and the business man boasting of advantages gained by art and deception. The Dutchman said: "Men meet and *cheat* each other all day, and den go home at night and call it *pishness.*" And even in private conversation a person, with a fair degree of candor and modesty, is continually outraged in his feelings by his friends who "will proclaim every one his own goodness." And they never seem so much pleased with themselves and with you, as when allowed to monopolize the discourse and consume your time in rehearsing *again* the discoveries which they have made, the shrewd acts which they have performed, the wonderful victories which they have

won. But we mention these "light afflictions" to the neglect of the grosser forms of vice and immorality too common to attract attention.

In dealing with the moral question, it is not at all *necessary* to trench upon religious teaching, technically considered. It is easy to steer clear of doctrinal points. All that the teacher can do, he may do outside and independent of any religious system or organization.

It has been predicted that as we have had the *physical period* and the *intellectual period*, we are now rapidly approaching a time, when *moral culture* will claim and receive the special attention of all educators. Whether this may be true or not, we do aver that it is the most serious duty of the teacher; and if he has sufficient character and a true love for his work, and, more than this, if he is one

> "Whose armor is his honest thought,
> Whose highest art, the simple truth,"

he may by example, by using the passing events which may serve the purpose to illustrate "the true, the beautiful, and the good", inculcate so sound and deep a love of honesty and truth as will forever remain a settled and fit foundation, which will at any time take a superstructure of religion which will be sure to honor God and bless mankind. We would not utter one syllable in disparagement of the work of the church and Sabbath-school. God alone knows how deplorable our condition would be *without* them. But the teacher has it in his power to supply just that element in the moral training of the young which seems to be most wanting in the abundance of religious instruction of the present day. Our clergy seem absorbed in discoursing upon what may be termed the *higher* forms of moral obligation, to the neglect of what appears to us much more necessary for a foundation of character and more simple and binding. Froude tells us that he had, within a period of thirty years, listened to hundreds of sermons, and within that time heard discourses on apostolic succession, on justification by faith, the theory of good works, verbal inspiration, and the efficacy of sacraments, but never, during all that time, *one* that he could recollect on common honesty or on those primitive commandments, "Thou shalt not lie" and "Thou shalt not steal." A prescribed course of moral instruction, while it might contain valuable hints and suggestions, and its adoption by those in authority secure, to some extent, its *formal* inculcation, would soon lapse into mere form without a power and disposition working in the schoolroom to vitalize and practically apply it.

No fact of history is more clearly and repeatedly taught than that a well-appointed army, directed by a strong brain and a strong will, is next to irresistible in the accomplishment of its objects; while with weakness and irresolution in its directing agency, it is likely to become an impotent, unwieldy mob: so every system of schools, organized under our law, is thorough and useful, just in proportion as its directing head possesses energy, ability, and the disposition to make the school accomplish *all* its legitimate objects.

In the midst of this heated controversy among a few zealots about religious forms in the schoolroom, the timid teacher, perplexed by doubts

of duty and policy, is apt to content himself with attention to the intellectual improvement of his pupils, to the neglect of instruction in that which is far more vital to the welfare of society. The advantage which the teacher's position gives him for coloring and moulding the moral life of his pupils, is too great to be lightly esteemed or lost. With a well-educated teacher in every school, possessed of a noble sense of honor and of the value to the child and to the state of integrity and virtue,—feeling that to inculcate *these* is at all times a paramount duty,—and we verily believe that our youth would soon become as distinguished for rugged virtue as old Sparta's sons were for *contempt for luxuries* and *hardened muscle.*

We may avoid the religious controversy entirely. It is *not* necessarily our quarrel. It is, however, our privilege and duty to teach the principles of God's word. These are *unalterable* and *universal.* Teach them in their simplicity and purity, and there is no power to fear. The chief lesson that our children should learn in school and out of school is, "To do the will of God and tremble at nothing: do against God's will, and know that in the immensity and eternity around them *there is nothing but matter of fear.*"

The past and present are pregnant with examples to prove that *honesty wins.* The memory of *two* of the chief magistrates of our Republic is forever enshrined in the hearts of our people, and it is impossible to recall them to mind, without a thought of the unalloyed honesty of their characters. No man who has the *slightest coloring of dishonesty* in his composition, however artfully he may *think* he has always concealed it, knows, or ever will know, how much he has lost by it; how his fellow men, suspecting or knowing it, have *silently avoided* him, and passed their favors to others in whom they had more confidence. Many a *sad blunder* is made, in consequence of putting too low an estimate upon the shrewdness of mankind.

A habit of Cyrus Peirce, who was for fifty years a teacher, and the principal of the first normal school organized in this country, may serve much better than a long argument to show how a teacher may "get in his work." It is said that he seldom dismissed his scholars without repeating, in the most impressive manner, the injunction: "*Live to the Truth*", my pupils, "*Live to the Truth.*" And the influence which he had in moulding their lives is described as wonderful to the last degree.

It may be that some few of my hearers are congratulating themselves that they were so fortunate in youth as to receive an impulse and a life-long inspiration from such a master.

But such teachers are rare, you say. Yes, such teachers as Cyrus Peirce are rare; and the ranks of the profession will be depleted of the few who remain, if the universal license system is continued. If the calling continues to be a refuge for the green scholar and the disappointed and incompetent adventurer. The truth is, that the authorities are not giving the people what they want. We are too soon frightened by the cry that our schools are too expensive. If they were maintained at one half their present cost, we should hear the same complaint from

the same quarter. Any amount expended upon our common schools which makes them more efficient in proportion to the sum used, is money wisely appropriated, and will be returned to the state with a heavy interest. It is a short argument by which any parent of moderate intelligence is convinced, that a sound education is the best inheritance that he can leave to his child,—infinitely more valuable than thousands of dollars. This opinion is rapidly growing, and the wise are eagerly seeking the very best instruction for their children. Put more talent into the schoolroom, and the people will not be slow to appreciate or reward it.

There is no power so great for good or evil, under our present school law, as boards of examiners. And it is high time for the teachers of the state to realize this, and to use the powerful influence which *united* they may have in organizing and directing this power. But I can not dwell upon this topic, as I wish to speak for a few moments directly of the teacher.

THE TEACHER.

There are, as it seems to me, two chief classes of men, in every profession who are, in the *broadest* sense of the term, successful. The first and largest is composed of those who, from the beginning, strive for success with but one object in view; who never were for one moment in all their lives in a state of self-abnegation; who are never entirely pleased except when they fancy that *all* grists are coming to *their* mills. The other class is composed of those nobler souls, who seem to have intuited, at the outset of active life, much of its *true* philosophy. They appear to have an unswerving faith in a code of wise and far-reaching moral principles which govern them, and lead on to success by ways and means entirely incomprehensible to narrower minds.

Many noble specimens of this latter class have dignified and elevated the teacher's calling. Such were Dwight and Olmstead and Alcott and Peirce and Page and Russell and Horace Mann—"all honorable men"; and the catalogue might be continued by adding a multitude of scarcely less distinguished names. Long will the memory of these pioneers of American common school education be fresh in the hearts of the people; and the field of their labor is far more inviting in our day than it was twenty-five years ago. The learned, the ambitious, and the philanthropic may enter it now with even a better prospect, appreciation, and adequate reward.

In this age of bodily repose, when *muscle* is at a *discount* and *brains* at a *premium*; when the world of science is swarming with hundreds of thoughtful, earnest, restless inquirers and experimenters, and at a time when our own nation having demonstrated beyond a doubt its power of self-government and self-preservation, may consequently with impunity devote its wealth of resources to the cultivation of the arts of peace for many years to come; when, too, the belief is wide spread and firm, that common school education is somehow closely allied to the preservation of all that this people in their patriotism most prize; and when many have attained to the thought that there is no institution in our land more in consonance with

the true genius and spirit of our government; and when it is becoming an object of national pride, and in its slow but sure progress to a high degree of perfection is attracting much attention from all the prominent nations of the Old World;—in such an age, in such a country, and in the development of a system so wide spread and far-reaching in its influences, the *professional teacher, who is its central, moving power,* ITS VERY LIFE BLOOD, *may act no mean, no unimportant part.*

On motion of Mr. Hancock, F. G. McCalmont, of Madison, and Miss Marcella Swingly were elected assistant recording secretaries, and J. F. Lukens, of Portsmouth, assistant treasurer.

On motion, members of like associations from other states were invited to participate in the discussions of this body.

Mr. John Hancock presented the following nominations as trustees of the McNeely Normal School of Ohio: For the term expiring August, 1878, James Taggart, Ingham Clark, E. T. Tappan, and Cyrus McNeely; 1877, T. W. Harvey, W. D. Henkle, W. Brinkerhoff, and U. B. Hunt; 1876, J. H. Cassell, A. J. Rickoff, and John Hancock. These persons were unanimously elected trustees for the above terms respectively.

A paper was next read on

HEALTH AND EDUCATION.

BY D. N. KINSMAN, M.D., COLUMBUS.

Education is to-day one of the leading pursuits of civilized nations. Fully one-fifth of the population of our country is in our public or private schools in one function or another. Measures for the support of public schools enter at once into the polity of every nation which hopes for perpetuity and power; and it reinforces in a wonderful degree the power of the bayonet when it is borne by an educated soldiery. In no nation of antiquity was there provision for general education.

Sparta, in the reign of Lycurgus, came the nearest to such a provision, but the education proposed was physical. To the classic groves of Greece the wealthy young men of all nations resorted to hear the teachings of her philosophers. Their number was limited—and yet to these few we owe all our knowledge of that wonderful nation.

In Rome private schools and tutors were numerous, but the wealthy alone could afford to patronize them. One of the most graceful tributes ever paid to the poor schoolmaster, by any pupil, was that of Cicero to the poet Archias, who, but for the eloquence of his protege, would have remained unknown.

After the Christian era education became more general, but was chiefly confined to religious instruction. A.D. 528 a church council recognized the right of the masses to instruction. A.D. 800 the council of Mentz ordered that the priests have parochial schools, "and that the little children learn letters from them." "Let them receive them and

teach them with utmost charity, that they themselves may shine as stars forever." They were to receive no pay but voluntary gifts. The promised astral radiance would be but poorly esteemed by Ohio teachers as a recompense for their labors.

To Martin Luther we owe the impulse which has given rise to our present system of public schools.

Compulsory education was legalized in Prussia more than one hundred years ago, but not till many years had elapsed did it become possible to execute its provisions. During all this time we hear nothing of the education of women, except in the religious notions of the times. And as late as the beginning of the present century, we learn that at a meeting of some of the first ladies of the realm of England, while endeavoring to show their respect and love for their husbands, one woman said she loved her husband with a "g" because he was a "gudge"; another loved her's with an "f" because he was a "fisician." What a change has been wrought in affairs, woman now strives successfully for a liberal education, and a common school education is recognized as the right, nay, even the duty of boys and girls alike.

Education occupies one-fourth of the actual life of man, and with this statement comes into view the immense importance of a practical consideration of Health and Education.

There is no question but education, and that very rudimentary, has an influence in preserving human life. The savage is a very old man at forty-five, and but few comparatively survive that age; while among the educated most of their useful work is done after that period. In the report of the Massachusetts Board of Health for 1873, the influence of education in the parent upon the mortality of their children was most clearly shown. The test adopted was simply capacity to "*read and write.*"

The result shows that as often as one thousand infants of parents who can read and write die during the first year of life, one thousand six hundred and ninety-eight of the infants of parents who can do neither die. Out of the want of education grow influences which modify conditions of life. It entails poverty, hard and dangerous labor, houses with insufficient ventilation, insalubrious surroundings, insufficient clothing, coarser and worse food, neglect of moral culture: so that when the summation of the series is made, we find the average life of the comfortable classes, or fairly educated, is 44 years; the intermediate, 27.47; the poor classes, 19.58 years. A comparison is also made between the native and foreign population,—and when we remember that the native population of Massachusetts is noted for its high standard of education, the exhibit is one of great interest. Of the native population, 5,428 children died under five years of age, or 26 per cent; of the foreign, 13,943 died under five years, or almost 33 per cent.

The general improvement in social condition is shown in the same manner from the statistics of England. These figures show the economic value of education in the preservation of human life in the whole country without comparison of classes. Increase of knowledge

lies at the basis of every movement in social progress, and this can be assumed with respect to England without fear of successful contradiction. From 1720 to 1749, 75.4 per cent of children born died during the first year.; from 1770 to 1789, 51.5 per cent; and from 1851 to 1871, 29.8 per cent died. Under the improved socal condition of England, growing directly out of the increase of general intelligence which the inhabitants now possess, there has been a lengthening of human life in the aggregate of twenty years since 1693, or a doubling of the value of life. The Genevan Record shows the working period of human life has, within three hundred years, been extended from eight years and five months to twenty-two years, and consequently old age and decrepitude postponed. (See Mass. Rep. Board of Health for 1874.)

I can scarcely conceive any statements deducible from figures which show more conclusively that the education of our people is a productive industry. The wealth and power of any nation depend upon the number of its population between twenty and seventy years of age; and if by culture we can cause more of the children born to us to live to those ages, we are multiplying labor and capital more rapidly than those who drive the plow, dig in the mines, or work in our factories and machine shops. The tax which supports an earnest and faithful body of educators for the state, instead of robbing her of her wealth, is like seed sown in good ground, which brings forth some thirty, some sixty, and some an hundred fold. But with this showing in favor of the value of education, there are many things in our school systems and school buildings which are subject to criticism, and should be improved.

It is a pertinent question whether our present educational machinery is not doing much to deprive the state of the benefits she ought to derive from her princely provisions in this behalf. The evil is not inherent in education, but in its surroundings. Questions of ventilation, modes of heating, construction of desks, lighting of schoolrooms, course of study, and "sex in education" are all factors which enter into this problem. In the groves of Greece and in the courts of Rome, the place of early schools, there was natural ventilation, but in our northern climates, where we must resort to artificial modes of heating for three-fourths of the school year, it has been well said that "every breath of fresh air costs money", and that economy in heating is accompanied with damages to health, which go far to reduce the credit side of the account. The composition of air may be approximately stated to be 21 parts of oxygen, 79 parts nitrogen, and carbonic acid one part in 2500. Other elements are present in some localities, as the odor of flowers, stenches from decomposing bodies. Perfumes and stenches are alike elements of impurity, and in the course of time are completely destroyed by "ozone, the scavenger of the atmosphere", leaving it of the constitution just indicated.

In order that air may be a perfect respiratory medium, a certain quantity of moisture must be present. This varies as the temperature of the air does. We scarcely ever in the abodes and manufactories and school houses of men find these factors in fixed and uniform ratio. Man toler-

ates certain variations for a short time without danger, but if continued disease and death must result.

Respiration is the joint labor of the skin and lungs. The skin, according to Scharling, performs 1.38 of the whole. The excretion of carbonic acid is shown by the following table, from Flint's Physiology, in cubic inches per hour:

From	12 to 16	years,	915,	or almost	4	gallons.
"	17 to 19	"	1220,	" "	5¼	"
"	25 to 32	"	1343,	" "	6	"
"	32 to 60	"	1220,	" "	5¼	"
"	63 to 82	"	671,	" "	3	"

The activity of the respiratory process is twice as great in children, according to weight, as in adults; so in the case of school children it will be fair to assume 864 cubic inches, or 3½ gallons, represent the excretion of carbonic acid in them. Besides the giving of carbonic acid, which is an "arrester of respiration", every inspiration robs twenty cubic inches of air of its oxygen. If we compute 18 respirations per minute, we find in twenty-four hours that we have not only produced 120 gallons of carbonic acid, but have robbed 300 cubic feet of air of its oxygen. The law of diffusion of gases causes the air expired from the lungs to mix with that of the room, so in time all becomes contaminated so as to be unfit for respiration. In addition, the skin and lungs give off watery vapor to the extent of from two to six pounds every day, and this vapor is diffused through the air, still further to poison the atmosphere.

Every one must have his food and drink scrupulously clean, but the air he breathes may be saturated with the vilest elements and no objection is made. Besides these modes of contamination, which may called physiological, there are others dependent upon modes of heating. Air at zero Fah., is saturated by .18 grains of water, at fifty degrees it regains 4.24 grains, and at one hundred degrees 19.20.

When the air at a low temperature is brought into contact with the red hot surface of the furnace, it is poured into the schoolroom, parching all it comes in contact with like a fiery simoon. With the elevation of temperature and dessication of the air, there is increased exhalation from the skin and lungs, and hacking coughs, husky throats, increased sensitiveness of the skin to cold, finally sickness. These superheated furnaces give through their pores passage to carbonic oxide formed in the combustion of coal. The carbonic acid existing in the air is robbed of one equivalent of its oxygen by the hot furnace, and this enters into the air we send into the rooms for teachers and pupils to breathe, as an additional quantity of CO. The organic dust which we see floating in every sunbeam is burnt, and gives its share to the contaminating agencies. The anthracite and bituminous coals alike produce carbonic oxide in combustion in large quantities. Dr. George H. Derby, of Boston, has shown how this gas passes through cast iron furnaces in all stages of heating, as light passes through glass; and John Fiske has shown that many of the evil effects attributed to tobacco are really the results of anthracite. While we have a host of reformers who are fulminating

their polemics agains wine, whisky, beer, and tobacco, the evils arising from overheated air and its contamination by means of cast iron furnaces, because they are insidious in their operations, are forgotten.

There are other modes of heating which, while practically avoiding the production of carbonic oxide, are yet encumbered with objections equally fatal. Heating by means of steam coils, while it obviates the evils of carbonic acid and superheated air, yet, as ordinarily employed, makes no provision for efficient ventilation; it warms the same air over and over again. It does well enough in large rooms, when the occupants are few; but in halls, hospitals, and schoolrooms, where large numbers are assembled, it is one of the worst modes of heating. School epidemics have frequently arisen in such houses, and steam-warmed hospitals are notoriously deadly both to patients and physicians.

There is also a method of heating by means of hot water or the "steam furnace", which practically obviates more of the objections to furnace heating than any other mode at present practiced. In this the air is warmed in a chamber, by means of hot water coils before it is discharged into the room to be warmed, while provision is made for the exit of the contaminated air. Its expense is the great objection.

And there is left the open grate fire.

Grassi estimates 2100 cubic feet of air are necessary to each inmate of a room per hour, to keep it in healthy breathing condition. A committee on Hygiene, appointed by the State Medical Society of Rhode Island in 1874, gives the following utterance on the subject of space for each pupil in school: "Three hundred cubic feet of space and twenty-five square feet of floor space should be the minimum for each child in a schoolroom in connection with good ventilation.

Taking our estimate given above of the production of carbonic acid at 864 cubic inches per hour, at the end of the hour these most favorably situated scholars have rendered the air unfit for respiration by producing therein .16 of one per cent, or four times the normal amount of CO_2. Take a common-sized schoolroom, 30×30 and 12 feet high. This will accommodate thirty-six scholars, on the above-mentioned basis, and will contain 10,800 cubic feet of air. Not only must this be changed in an hour, but 78,800 cubic feet of fresh air must enter to keep the air at the out door normal of one part of CO_2 in 2500. Now you can see this quantity of air entering as it must at the rate of nearly six miles per hour through the ordinary sized registers, would, from the force of the current, make it lively for any small boys or girls who might be near it, as well as roughly test the equanimity of teachers.

We are proud of our schools in Columbus, and we point with pride to our teachers there. They are accomplishing great things there. But let us study for a moment what is the relation of our Columbus schools to the "minimum" established by the Rhode Island Committee on Hygiene. The average floor space for each seat in Columbus is 12.75 square feet, or a fraction more than half of what is said to be needed. This I have deduced from figures given in the last report of Hon. R. W. Stevenson, Superintendent of Columbus schools; and that you may see

that Columbus schools are not much worse than any others, I have made a similar calculation concerning the St. Louis schools from the report of the Superintendent, Hon. Wm. T. Harris, and I find an average of 13.5 square feet of floor space to each pupil. In this calculation irregular rooms are omitted and those with fractional parts of feet in their dimensions. Now apply our calculation just made to this estimate, and the air to keep the room in a thoroughly healthy respirable condition must enter the room at the rate of over ten feet per second, or nearly twelve miles an hour, or a grand total of 157,600 cubic feet of air per hour. This would be the speed of an ordinary freight train, and is greater than the ordinary speed of a fast horse. Think you these conditions can be secured?

Now, in these schools each pupil has the advantage of but 150 or 200 cubic feet of air. They contaminate at least 2100 cubic feet per hour. Is it any wonder their health suffers during the long fall and winter terms, and that after being baked and poisoned for seven months of the year, when they are brought under the strain of the annual examination 20 per cent fail, and leave school disheartened. The question of ventilation must be in some way settled. The only practical way at present seems to be by diminishing the number of students in each schoolroom—and this involves expense, and will, of course, be resisted by boards of education. The complex systems which have been devised to effect ventilation are rarely successful. In a schoolroom built according to the most approved modern plans, an epidemic of putrid fever broke out. An inspection showed that the enterprising janitor had converted the cold air chamber into a hen-coop, and had boarded up the exit flue on top of the house for a dove-cote; and I read in a paper recently that a skunk had taken up his abode in the air chamber of one of the suburban schools of Boston, and for some time the entire attention of the janitor and a committee of school authorities had been devoted to preventing annoyances to their unwelcome, but not to be despised tenant at will. The evils arising from insufficient ventilation are not imaginary. An infant school in Norwood, England, was nearly depopulated from this cause. An infant hospital in Dublin, in four years, lost 2,944 children, and, on improving ventilation, the mortality fell for a like period to 279. The influence of carbonic acid and carbonic oxide is not temporary. They produce diseases of the brain and heart, congestion of the lungs, and lay the foundation for consumption and scrofula, and permanently impair vision. Carbonic acid produces fullness in the temples, headache, muscular prostration, difficult respiration, palpitation of the heart, ringing in the ears, flashes of light before the eyes, faintness, delirium, convulsions, death. Carbonic oxide produces difficult respiration, headache, dizziness, confusion of ideas, languor. The earlier symptoms no doubt you have all experienced.

Dr. Hubner, at St. Petersburg, in a series of experiments made to determine the condition of air in crowded places, found a constant and considerable increase in heat, an increase of moisture, a saturation of carbonic acid sufficient to produce a markedly poisonous influence upon

persons habituated to pure air. The breathing of air saturated with moisture, and the exhalations from the bodies of men, renders respiration difficult, and, according to Vogel, an eminent authority on diseases of children, lays a foundation for the development of scrofula.

In studying the reports of the various departments of the schools of Columbus, a very interesting class of facts is brought to light. In the High School, where the floor room for each pupil is 36 square feet, the percentage of absence was 7.5 per cent; in the grammar-schools, with 12.75 floor space per pupil, the absence was 10.9; while in the primary schools it rose to 18.39 per cent. In absence of positive data, I assume the percentage of absence has a relation to the amount of floor space per pupil in each department.

During the last spring, with the assistance of an accomplished young chemist of Columbus, Dr. C. L. Mees, I inaugurated a system of observations upon the air of the Columbus High School. These observations were abruptly brought to a close by political powers. But two analyses were made of air taken at the height of the pupils' heads. The registers were open and the air entering them rapidly, as was tested. Three windows were down from the top more than a foot. The time was 4 P.M. The temperature was 70° Fah. One room, which was known to be bad as to its ventilation, showed .47 of one per cent of CO_2; another, which was in similar conditions, showed .36 of one per cent,—respectively eleven and nine times the normal amount, and this in the building with thirty-six square feet of floor space to each pupil.

Further, when I look around upon the teachers whom I have known, who have lost their health in the schoolroom, and remember how nearly I myself came to being a martyr to educational enthusiasm, I am more strongly than ever constrained to lift up my voice for reform in this direction.

What is the office of respiration? It keeps in a healthy condition a lake of blood forty feet square. This is no stagnant pool, but a living tide, which ebbs and flows once every second, and whose crimson surface is fanned by our breath eighteen times every minute. When its motion is arrested or retarded disease and death follow; but when to its surface the pure air of heaven is brought, it feeds the brain with one-fifth of its volume, and poetry, music, eloquence, and art have their birth, and man becomes by his creations immortal.

I will briefly summarize the results of a paper presented by Dr. Webster, at Detroit recently, on the eyes of school children. Drs. Williams and Ayres examined the eyes of 1,264 children in the public schools of Cincinnati. In the district schools 13.3 were near-sighted, 11.3 of the boys and 15.3 of the girls; in the intermediate schools, 9.5 per cent of the boys and 18.1 per cent of the girls; in the normal department, 22.2 per cent of the boys and 24.8 per cent of the girls. Drs. Prout and Matthewson examined 600 boys in the Brooklyn Polytechnic: 284 belonged to the academic and 316 to the collegiate department; of the former, 9.2 were near-sighted, of the latter, 21.8 Dr. Cheatham examined the eyes of 1,020 boys in the college of New York; 670 belonging

to the introductory, 210 to the freshman, 110 to the sophomores, and 30 to the junior classes. In the introductory, which is made up of scholars who have passed the public schools, 21.9 per cent were near-sighted; of the freshmen, 26.2; of the sophomores, 22.7; and of the juniors, 50. Posterior staphyloma showed an increase from .5 in the district to 7.6 in the introductory, and 10.4 per cent in the high and normal departments. Out of 1.000 pupils, the eyes of 700 were found to deviate otherwise than in refraction.

The eyes were made for use among the civilized as well as among savages. A near-sighted savage would be an anomaly; hence we must find a cause for this condition of things, and the progressive increase from the time a child enters school till he closes his course.

The cause of near-sightedness is an abnormal increase of the anterior posterior diameter of the eye. There may be faulty development; this may be congenital and hereditary. It is not common, as already indicated, in people of low culture. It increases in cities and among those who follow literary pursuits. It almost always develops when children are placed at school, and the proportion of girls to boys affected is a little the largest. The mere going to school is not a cause, but insufficient light, close hot rooms, the bending forward of the body at a low desk, or the near approach of a book on a high desk, all produce it, as well as impure air and use of the eye in continuous study while the student is in feeble health. The treatment and prevention is suggested by the causes above given.

The almost universal deterioration of the health of American women has caused many earnest-minded men to look to our system of education as a possible factor in its causation. The higher courses of study may doubtless be cultivated successfully by women. This has been proven by experiment over and over again. It is lawful, but is it expedient? Prof. Fraser says the professors of English Literature, Logic, and Natural History in the University of Edinburg, have instructed classes of 150 to 200 young ladies, and report that their examinations are as good as those of young men in the same branches. The only difference to be seen is the very evident greater mental and physical exhaustion. This is the key-note of the matter. I have been consulted by many young ladies who had been engaged in laborious study for many months without relaxation, and I have become very thoroughly convinced that this course can not be followed except in rare instances without seriously impairing their peculiar physiological functions. A total arrest is common among brilliant young ladies, and is common in those who have finished their studies where the course is rigid. This deviation is accompanied by headaches, backaches, sleepless nights, pelvic pains, periodic, and of the most atrocious character. And all over our land every year is repeated the tragedy so vividly detailed in Dr. Clark's little book on Brain Building by the pen of a broken-hearted mother. Education has been made the passport to society, distinction. It has erected barriers around its worshipers as unyielding as those of wealth; and, like wealth, it encourages dissipation of mental and physi-

cal energy,—nobler, surely, but not less fatal. From infancy to eight years our boys and girls are nearly equal in size. From this time to twelve years, the girl is the largest. The boy then exceeds the girl in size for the rest of life. Till thirteen or fourteen the excretion of CO_2 is equal in the sexes; after this time till the age of forty-five the excretion of CO_2 is double in the male what it is in the female. From this time there is a sudden increase of its production in the female, and from this period till death the production weight for weight is equal. During the time of woman's life while the element of periodicity obtains, at times we find for a season the temperature falls one degree. There is also an increase of urea in the blood, amounting, according to some authorities, to 20 per cent, irrespective of physical exercise. Do we need seek further for evidence of the vast difference between men and women for enduring protrated mental or physical effort. Is any better or more convincing evidence to be shown in favor of an elastic course of study for our girls? Can we be doing aught but injury to them while such severe physiological perturbations are going on in their economy, if by emulation or rebuke we force them to the performance of regular tasks which we may and must often require of their brothers? A distinguished teacher in a female college in this state, recently told me there was no point more fully impressed upon his mind, from years of experience, than that the young ladies in his classes needed a course of study which could be bent to their conditions; and a rigid system of marking, such as would be proper for young men, was an injury to them. Very recently I was consulted by one of the ablest educators of Ohio concerning his daughter, himself a physician. In the midst of a course not supposed to be exacting, her health suddenly became impaired. While her father was watching for the first signs of evil, the mischief had been done. The nervous power had been used up in the study required, and those functions which came latest in physical development were arrested, and till this time he had maintained the feasibility of instruction of boys and girls in classes.

In man, with his progressive elimination of CO_2, the closest study, joined with a moderate attention to the physical, is unattended with injury. Can we but conclude that the co-education of the sexes, when subject to the same laws and requirements, is improper? Do any considerations, ordinarily urged in this behalf, weigh anything in the balance compared with the sad picture already drawn, and which we must intensify?

It may be laid down as a law in physio-psychology, that any course which arrests or perverts any physiological process will, in the end, abolish the instincts dependent thereon, or result in the destruction of the individual. Hence we have the abolition of the maternal instinct as the result of strenuous culture in women. "With a selfish egotism", says Dr. Storer, "which even the most luxurious cities of the Old World could not excel, woman forsakes the duties of home, and clamors for equality in politics, professions, and trades. The final summation of the series is the strong-minded woman, a feminine masculinity, a non-

productive hybrid." Thus may be stated one of the conditions which is threatening our national life, and has its emphatic expression in New England and the older states of our Union, when there exists a moral laxity, which, from its concealment, is the more dangerous, where, true to her own rigorous morality, Nature is working the extinction of the families of position and influence, as a penalty for a systematic violation of her laws. The statistics of Ohio tell us, that, of our girls between the ages of 14 and 19, 144 died of consumption, while only 92 boys died. At other ages there is no such marked difference in favor of the male, but rather against him. This shows there is something in the physical condition of woman which, in our present conditions of society, makes the race against her decidedly during the active term of education and female development. How much influence our system of education may have, is as yet x in the equation; but the conditions of the problem stated shows its value is not small.

In the words of one whose name I wish I knew, for fourteen years ago he wrote:

"Any intelligent, robust man may undertake the physical training of fifty boys, however delicate their organization, with a reasonable hope of rearing nearly all of them, by easy and obvious methods, into a vigorous maturity; but what wise man or woman can expect anything like the same proportion of success at present with fifty American girls? This is the most momentous health problem with which we have to deal. * * * If strong be the frame of the mother, her son shall make laws for the people. But in this country it is scarcely an exaggeration to say, that every man grows up to maturity surrounded by a circle of invalid female relatives; that he finds himself later the husband of an invalid wife and the parent of invalid daughters; and that he at last comes to regard invalidism, as Michelet coolly declares, the normal condition of that sex, as if the Almighty did not know how to create a woman.

"When I look at the morning throng of school girls in the summer, hurrying through every street, with fresh young faces, and vestures of lilies, duly curled, and straw hatted and booted, and turned off as patterns of perfection by proud mammas, it is not sad for me to think that all young beauty must one day fade and die,—for there are spheres of life beyond this earth, I know, and the soul is good to endure through more than one,—but sadness is in the unnatural nearness of decay; to foresee the living death of disease that is waiting close at hand for so many,—to know how terrible a proportion of those fair children are walking unconsciously into a weary, wretched, powerless, joyless, useless maturity. Among the myriad triumphs of civilization, there seems but one formidable danger, and that is here."

One of the factors is the education of women; and as to the methods, it is not my function to suggest save in the most general terms. Modes of dress and physical exercise have their influence, and to all these we must look. The physique of our revolutionary mothers gave us a race of heroes; and the conquering march of man who has drawn his blood from the veins of sturdy mothers, has subdued our continent step by step. Have we reached the bounds of our greatness, and is a slow decay now sapping the foundations of our nation? Shall it be written of America that she perished as Greece and Rome, not so much by external foes as from internal weakness, which had its origin in the perversion of natural laws.

When under the Almighty fiat this wondrous world leaped into space, perfect in all its marvelous proportions, and blooming in its primitive beauty, the bright sons of "the morning shouted for joy." But a deeper, an intenser, and more diffusive anthem of praise and obeisance went up to the Most High from mountain and valley, from ocean and sea, from lake and river, from the heart of universal nature, when he placed upon earth a lordly creature, made after his own image, fashioned after his own likeness, to subjugate and rule it. The Bible tells us God said, "It is not good for man to be alone; I will make an helpmeet for him." And when He led the white-armed Eve to the lonely father of our race, the first man bowed before the supremacy of her beauty, and as he pressed to his breast the timid, bashful, blushing creature, in the exaltation of his gratitude and joy, he named her, "bone of his bone, flesh of his flesh." The everlasting Father looked benignantly upon the pair, and ratified the nomination with His supreme blessing. We have the divinely consituted authority of human society, the institution of marriage and the formation of the family circle. Within the sanctity of home, woman presides in regal state, the throned queen. Within this charmed circle exist her divinely appointed woman's rights. Here she finds them out, and right royally asserts them; where, as the pure, high-toned wife, and as the winning, persuasive, and intellectual mother, she instills those lofty principles of encouragement and advice, that tell trumpet-tongued upon the actions of those who go out from her presence, the equipped benefactors of the race.

We would not deny to women an education; but we would not abrogate the word of God when male and female created He them. We would urge for her all which produces true womanhood. We would have our daughters feel that in the complete round of female capability is womanly perfection. To make the warlike Amazons, who could draw the bow-string with deathly accuracy, one breast had to be sacrificed, and the female warrior of poetry was a maimed and imperfect being, ruthless and cruel. So if our culture shall produce the results already indicated, we have no longer the symmetrical woman, but a hideous deformity marks her mind. The childless Egyptian queen displayed her pearls and diamonds and wealth of gold to the mother of the Gracchi, who proudly pointed to her sons, and exclaimed, "These are my jewels!" And what brighter crown could a woman have than the glory shed upon her memory by the manly virtues of her own well-instructed sons.

DISCUSSION OF DR. KINSMAN'S PAPER.

After a recess of five minutes, the discussion of the paper was opened by Prest. B. A. Hinsdale, of Hiram College, as follows:

PRES. A. B. HINSDALE, of Hiram: Mr. President, it must necessarily be very embarrassing to almost any person attempting to open the discussion on any question where the paper which forms the basis of the discussion has been prepared with the evident pains and elaboration

which characterizes the one to which we have just listened. Indeed, as a rule, all those persons who open the discussion of papers are at a very considerable disadvantage, because they have but a few moments of time to marshal their facts, and no opportunity whatever of gathering additional facts for the occasion. Owing to the considerations which I have stated, I presume it will, as a rule, be found almost impossible that there should be any complete, thorough-going discussion of this class of papers; and we may consider it as settled that, for the time, the peculiar views which are set forth in the paper must be in the ascendency, without special regard to their thorough-going correctness. But I must speak in high terms of appreciation of the attempt that has been made by Dr. Kinsman to give a statistical and matter-of-fact basis to his discussions. I am not competent, for various obvious reasons, to pass an opinion which shall contain much value with regard to the accuracy of the facts presented. I take it for granted that the statistical part of this paper has been conscientiously done. The subject discussed is undoubtedly one of great moment—one of those great social questions that are not to be ignored, not to be passed lightly by.

I am disposed to think that our current literature abounds in a certain measure of exaggeration in regard to the presentation of one side of this question, yet there is evidently enough of fact to set not only the physicians of our country, but also the educators at work, with the view of determining, in the first place, how much of fact there is in the premises, and, in the second place, to solve in the best manner possible the problems that the facts themselves present.

You noticed in the paper some statistics, showing the incorrectness of the idea that is quite current with a certain class of people, that intellectual training or mental culture is had at the expense of the physical powers—at the cost of breaking down the material organism of man. I was very much gratified with such indisputable proof, that, so far from education making man a weak and helpless creature in a physical point of view, it adds a considerable number of years to the average period of human life. From this standpoint, it must be conceded by all that our educational systems have really done a great thing for man's physical power. It may be true that we have committed some mistakes and fallen into some errors; that there are some things in our methods and system that need to be revised; and it is to these things that the attention of our physicians and educators ought to be directed.

Now let me say with regard to the questions discussed in the paper, and also those discussed in that part of our current literature which relates to this subject, that they are questions surrounded by innumerable difficulties; questions upon which it is very easy for a man to reason most fallaciously; upon which a man in reasoning is apt to fall into fallacies for the very reason that there are so many elements and factors entering into the problem. One class of writers call attention to the deterioration of the public health, and the fact that a greater or smaller number of pupils break down in our public schools; and they attempt to find a solution of the problem in the statement that the pupils are overworked. Now it is very gratifying to me that Dr. Kinsman took a

wider range. I was glad to observe that such factors as ventilation and heating, with the various physical conditions that surround the pupils of the public schools, were taken into account. This subject, like a great many others, contains a great many elements or factors entering into it, which it is easy to overlook, and which are often neglected. A certain fact may be seized and held to as the sole cause, and that may be made to explain everything. Then the question may be raised by those who are disposed to object to what is urged in the paper, and who favor what is stated by Dr. Clark in his publication in regard to "Sex in Education", that that solution of the problem leaves out of the discussion a very large and necessary element—the physical element in social life—the physical training of girls which lies outside the schools—the food, the manner of dressing and the amount of time spent in a social way;—to the whole life of this class of pupils as containing all the elements which enter into this discussion, if we are to ground a solution upon any basis upon which it will be impossible to overset it.

There is a passage in one of Herbert Spencer's essays upon social subjects, in which he discusses the very question to which I am referring, viz., intellectual education as a preventive of crime—an opinion that has been very largely held in the past, and statistical tables of penitentiaries and prisons have been brought forward as sustaining that proposition. My own judgment is, that those statistical exhibits do sustain that position to a very considerable extent, but there are other elements entering into it. Now I ask the indulgence of the Association in the reading of a few brief paragraphs. Mr. Spencer says:

"With all respect to the many high authorities holding it, the truth of this belief may be disputed. We have no evidence that education, as commonly understood, is a preventive of crime. These perpetually reiterated newspaper paragraphs, in which the ratios of instructed to uninstructed convicts are so triumphantly stated, prove just nothing. Before any inference can be drawn, it must be shown that these instructed and uninstructed convicts come from two *equal* sections of society, alike *in all other respects* but that of knowledge—similar in rank and occupation, having similar advantages, laboring under similar temptations. But this is not only not the truth; it is nothing like the truth. The many ignorant criminals belong to a most unfavorably circumstanced class; whilst the few educated ones are from a class comparatively favored. As things stand it would be equally logical to infer that crime arises from going without animal food, or from living in badly-ventilated rooms, or from wearing dirty shirts; for, were the inmates of a gaol to be catechised, it would doubtless be found that the majority of them had been placed in those conditions. Ignorance and crime are not cause and effect; they are coincident results of the same cause. To be wholly untaught is to have moved amongst those whose incentives to wrong-doing are strongest; to be partially taught is to have been one of a class subject to less urgent temptations; to be well taught is to have lived almost beyond the reach of the usual motives for transgression. Ignorance, therefore (at least in the statistics referred to), simply indicates the presence of crime-producing influences, and can no more be called the cause of crime than the falling of the barometer can be called the cause of rain."

Now, while there may not have been enough in Dr. Clark's views, or in the statistics which have been set forth so ably in the paper this

morning, still there is sufficient to require careful educators to examine this ground. Nevertheless, I have never been satisfied with Dr. Clark's solution, nor am I with the solution propounded in the paper this morning. I am not satisfied that the solution takes within its scope all the elements, all the factors, that enter into the state of affairs of which we have cause to complain. Indeed, sir, as a result of such attention as I have paid the subject, I hold the conclusion, in the first place, that it is exceedingly difficult to provide the careful reader with facts bearing upon this important problem of health and education. I am confident that as yet we have not enough carefully selected facts to furnish all the elements necessary to work out the problem presented this morning.

By way of illustrating that fallacies are apt to creep in, in the form of reasoning, let me refer to one possible fallacy set forth in the paper just read. Statistics were presented, for example, showing that the educated classes in Massachusetts live to a much greater age than the ignorant and uneducated classes. I presume that those statistics are beyond controversy, and settle the proposition, and yet I apprehend that it would be illogical to attempt to settle the proposition by simply referring to the fact that one class is educated and the other is not. The fact is, that those educated persons who live to an advanced age, upon an average, are surrounded by a great number of influences and causes which are conducive to longevity; whereas those ignorant persons who die at an early age are subject to a great many influences whose tendency is to sweep them off. There, I apprehend, we have more than one probable cause. I grant you that education is one cause, but we should not attribute all to that.

Mr. J. H. Rolfe, of Chicago, claimed that education did not tend to longevity. He claimed that the Indians lived longer, and in a better state of preservation than the educated whites. He argued that the girls of to-day were as healthy as those of fifty years ago. He believed the women of to-day were healthier than when he was a boy.

Col. D. F. De Wolf, of Toledo: We have learned what some of the difficulties are in the way of the development of both boys and girls; and it seems to me it is a proper time to say that these are not mere theories, but that there are, lying at our very doors, truths and facts which may govern us in regard to these matters. A great deal has been said for twenty years about ventilation and other matters regarding health in our schools, and yet precisely the same practices are found in our schoolhouses to-day that were found and observed twenty years ago.

I was in a new schoolroom not a very long time ago, in which there was a door in one corner and a stove in another, with a hole in the chimney, for the pipe to go in, about eight feet from the floor. About ten feet from the floor was a hole for impure air to go out, and that was all the means of ventilation—that was the house whose photograph has been sent all over this country as a model of perfection. That house cost $35,000, and is a very creditable house *on the outside.* There is, standing on the banks of the Maumee, a building whose dedication I

attended some time ago; the construction is precisely the same. There are other buildings that profess to be erected upon scientific principles as regards ventilation. I do not undertake to say that this ventilation is wrong; I do not undertake to give any scientific theory or plan, but simply to point to these things, supposing that teachers will know what the results will be. I know of other schoolrooms in which there is an ingress for hot air near the floor, and an egress for hot air near the ceiling. If any one will go into such a room and burn powder, he will soon ascertain how the current runs, and will find that there will be a gulf stream in the ocean of impure air in the room, establishing itself, in about five minutes, from that ingress of hot air to that egress, and that all the rest of the air in the room will be left absolutely quiescent, to be passed from boy to girl and from girl to boy, during the whole session of school. There may be and sometimes is in such a schoolroom, as I have explained, an aperture at the top and one at the bottom, the former being open takes off all the air which ought to pass out below. Both of these may not be sufficient to properly ventilate the room, but they are of some advantage; yet I go into schoolhouses day after day, in which I have to enforce teaching and instruction on this subject, in order to get these simple things thought about at all. I sometimes go into a schoolroom in which lady teachers (I used to more often than now, for I believe that I have scolded about this thing so long that our teachers have got pretty much over this), and they would say, "Mr. De Wolf, the school never went so badly as it does to-day; the scholars won't mind me. There is that Jimmy Snooks, he is as bad as bad can be, and I had to shut him up in the closet over there", and all these things. I say to her, Miss Jones, you step out of the room, and let me take the school a moment." I go in, throw open the windows, and let the scholars stand up and have a little gymnastic exercise,—anything so they won't catch cold,—while I let the lady go out of the room, to take a little pure air a few minutes, and when she comes back, every thing has subsided and all is quiet. [Laughter.] Teacher and pupils are refreshed, and have an appetite for study.

Now, these are very important facts, and it is a shame that these same things have been presented to us in our physiologies as long as they have, and that we, as teachers, have not learned better than to construct schoolhouses in the way we do. The matter of the construction of schoolhouses lies at the door of our profession; and whatever is wrong in this construction, we are responsible for. If we talk about the subject a great deal, the people will take an interest in it; but if we never take pains to know anything about it, we shall find that people living in such badly ventilated houses as most of us live in at home, will not take much interest in schoolhouse ventilation. Here is the point to which my friend Hinsdale refers: there are more things than badly ventilated schoolhouses responsible for the broken-down health of our boys and girls. Go into our homes where stoves are used for heating purposes, and around our homes; here are things that pedagogues are responsible for. Are we to confine all our influence, all our energies simply to the schoolroom? Is the community to be no better instructed,

no higher in their aims for the live teacher residing in it? Or must we simply fold our hands, and walk along in the ruts of pedagogues all our lives? We may say the community ought not to complain of the broken-down health of their children, that there are other causes outside, but how far are we responsible for these very causes at home? If we go into houses heated with stoves, and depend upon the draft to burn up the foul air and what air comes in through the little chinks of the windows and door,—if we breathe over the air that has been in the room, hour after hour, day after day, and let that impure air fall down on the bodies of our little children at our feet, until they die with the whooping-cough and the diphtheria, and say nothing about it,—are not we responsible? It is supposed to be our peculiar province to investigate the facts which pertain, not only to the education of the children, but to their health and to our health. Now, we sit in the houses of those around us and see children sitting upon the floor, where the thermometer is eight, ten, or fifteen degrees lower than it is midway of the room, and we make no suggestions to the parents of the danger there is in this; we say to them that our schools are not altogether responsible for this matter, but if the schoolhouse is not right, how far are we responsible for this condition of things outside? Now, it seems to me, this whole matter ought to be discussed, not only as to the facts, but also as to the remedies. We should have intelligent opinions with regard to it, and the teacher who has children in his own house, living down in an atmosphere colder than that in which he lives, breathing an impure air, is simply, if he is a scientific man, a very impractical one,—one whose science does him very little good. I believe the time is coming when we shall demand of the college president who talks so learnedly about Latin, Greek, and the like, that he shall know something about health, and the social and ordinary duties and laws of life, when they shall not permit, and superintendents and principals of schools shall not permit, the people to go on in this way that is doing so much mischief. There are other facts bearing upon this subject. A part of the failing health we can trace to causes at home,—late hours at night, and other causes. There are girls in my school who study as hard as any of the boys, and attend to their duties, who are just as healthy as any of the boys who are, in no wise, unhealthy. And when I go to the homes of these girls, I find that they have exercise out of doors; that they are in well-regulated families, and are not permitted to sit up until twelve, one, or two o'clock, and then expected to sleep three or four hours, then to get up to learn lessons for their classes. These are things that have their influence, of course; and I think that, to some extent, we are responsible for them; that not only in the schoolhouse, but in the community, and in every home, we should exert some influence.

Mr. M. C. Stevens, of Salem: There was one remark in the paper this morning, that I do not feel like letting pass without giving it a little touch. The fact that I do not know that carbonic acid will pass through cast iron, I do not believe should be made an excuse for the use of tobacco or for drinking wine.

MR. JOHN HANCOCK, of Dayton: I think it would be well to guard what was said in the address in regard to the physiological condition in the schools. I would simply call attention to that as a matter important to be brought out in making up courses of study, or schemes of education. If I thought that the lecturer intended by dwelling with emphasis on that fact, that women should be less educated than men, or educated in an inferior grade, then I should differ with him. But, on the contrary, I recognize him as saying that there is a physiological difference, and I think it is proper to recognize a difference in schemes of education; but I do not recognize any difference in the amount of education that should be given to the sexes. I would have them placed fairly and squarely upon this grouud—each one making the very best of his opportunities and powers. Neither do I believe that any such scheme should lead to any deterioration of health. That there may be and is a deterioration of health on the part of women, I am not prepared to dispute, but that this is a necessity of any rational educational scheme, I am certain can not be true; for, if it were, I should believe, as has been said, that the Lord did not know how to make a woman. I have been making up a little table for my own benefit or curiosity, and I am led, Mr. President, to believe, from the facts I have thus far gathered, in the very short period of time I had for doing so, that the women of our country have already passed beyond their brethren in this matter of education. I have a table here that shows that already, so far as I have gone over the towns of our state, of the graduates in the high school in our state the girls are more than two to one in excess of the boys. The women of our country are already, or are soon to be, in advance of the men, in point of education; and I do not know but that this is a good thing; I am inclined to think it is, if it is true that the mothers of our country make the men of our country, by their education and training. I think it is a good thing to have the mothers themselves educated, but it is not a wise thing to have them possess an inferior education. The quotation from Herbert Spencer I do not regard as an argument at all; it is false from beginning to end. If no one is likely to come to a correct conclusion on strictly intellectual matters unless he has been trained for it logically, I would not give much for the opinion of a man upon an intellectual question that is in any way complex. Training the mind has an influence in coming to correct conclusions in intellectual matters; and if it be necessary to correct conclusions in intellectual matters, it is also necessary, it seems to me, to correct conclusions in moral matters. The man whose intellect has been trained for correct conclusions on purely intellectual matters, without reference to morals, will be more likely to come to correct conclusions upon those questions of morals in life than without such training. Hence I do not believe that Herbert Spencer's conclusions are in any way correct; and the whole process of reasoning by which he seems to sustain them, appears to me to rest upon no correct logical foundation.

MR. E. H. COOK, of Columbus: I do not believe, sir, that the principal difference in the health of boys and girls in our schools is owing

to their physiological structure, but that it is owing largely to a difference in physiological habits. My observation in the schoolroom has taught me, sir, that those girls that are most liable to break down in health are those giris that receive the least physiological attention at home; they are those girls that pay the least attention to their physiological nature, are accustomed to be up late at night, out at parties, and the most fashionably dressed. It is not the girl that goes home from school and helps her mother in domestic duties, that takes proper exercise, and attends to her physiological habits. In our high school at Columbus this year, girls took the three highest honors, and their health was just as good as any member of the class. You may say this is an exception, but I do not believe it is. Some time since, it was my privilege to preside over an academy in New England, where more than one hundred young ladies were gathered, and during several years there was never but one case in which it became my duty to call a physician. In that one instance, the young lady was really suffering from a hereditary disease. The girls worked by the side of the boys, with every advantage that the boys had in school, both in point of instruction and in the selection of their studies; and in all the work pertaining to the school, they stood not only equally well but on a plane above the young men of the school; and for the last dozen years, my experience in the schoolroom has taught me that they stand equally well when they have equal opportunities. I think that the per cent of failures and ill health will fall almost entirely among that class of persons who pay the least attention to their physiological habits, and that the difference is not owing to the physiological structure of the sexes. There is a tendency on the part of physicians at the present day, when they are called into a family to give advice in regard to a girl, to say, "Is she in the school?" "Yes." "Take her out." [Laughter.] It does not make any difference what the girl eats or what she does when she is out of school, whether her habit is to sleep in a room seven by nine, with the windows closed and door shut, only "take her out of school." [Renewed laughter.] Many of the evils that the physicians of the country attempt to lay at the door of the schoolmaster, do not belong there; they belong at home; and whenever we have better training at home and better physiological habits, then we shall get through with this old cry of physiological structure. The brain of a woman is as good as the brain of a man, and is made out of the same kind of beef-steak and the same kind of flour, The only difference is, that the brain of a woman is a little more apt than the brain of a man. [Laughter and applause.]

Hon. E. E. White, of Columbus: The author of the paper to which we have listened is a physician of high standing, and a man of great caution in his conclusions; and I do not rise to question any statement that he has made. It may be true, as he asserts, that invalidism is increasing among American women; but I question the correctness of the popular belief that women are not now living to as great an age as formerly. Our gradmothers have received a great many fine compliments, not only for their robust health, but also for their long life. I believe that they are overpraised; that a proper investigation will show that the longev-

ity of American women is actually increasing. Some three years ago I spent a few weeks in New England, and it occurred to me that the old grave-yards would bear testimony on this question. I visited one of the oldest cemeteries in Vermont, and by comparing the ages of the women who died between 1700 and 1750 with the ages of those who died between 1800 and 1850, taking an average in each case, I found that there was an increase of life in the latter half century some four years, if my memory serves me. I made a similar investigation in one of the oldest cemeteries of Massachusetts with a similar result. I also compared the number of women who died at an age exceeding seventy years in each of these half centuries, and also the number who died of consumption. In each case, the records favored the latter half century. I do not claim that the results reached are reliable or conclusive, but they indicate that the popular impression is incorrect, and that a greater proportion of Americans reach old age than formerly. It may be that the life of women as compared with the life of men is decreasing. The increase in the life of women may be a part of the general fact stated by Dr. Kinsman, that the life of the human race is increasing.

On motion of Mr. I. M. Clemens, of Painesville, article second of the Constitution was so amended as to provide for a committee of communication between teachers and those desiring to employ teachers. Messrs. I. M. Clemens, of Painesville, L. A. Knight, of Madisonvile, and J. C. Barney, of Warren, were appointed a committee to act until the regular committee was elected.

On motion, Messrs. W. D. Henkle, of Salem, E. H. Cook, of Columbus, and M. S. Turrell, of Cincinnati, were appointed a committee on the place for holding the next meeting.

On motion, the President appointed the following committee to nominate officers for the ensuing year: Messrs. U. T. Curran, of Sandusky, S. G. Williams, of Cleveland, C. N. Oakes, of Norwalk, John Hancock, of Dayton, D. D. Pickett, of Ravenna, T. C. Mendenhall, of Columbus, E. O. Vaile, of Cincinnati, and D. F. De Wolf, of Toledo.

AFTERNOON SESSION.

The exercises were opened by an address on—

OBJECT TEACHING.

BY J. B. PEASLEE, SUPT. SCHOOLS, CINCINNATI, O.

[Mr. Peaslee's address was not furnished for publication.—ED.]

DISCUSSION OF MR. PEASLEE'S ADDRESS.

The discussion was opened by Col. D. F. De Wolf, of Toledo, as follows:

[In the absence of E. E. Spaulding, of Painesville, who was to have opened the discussion, Miss Julia D. Lathrop, of Cincinnati, was called upon, but declined.]

COL. D. F. DE WOLF, of Toledo: This matter of object lessons has been discussed in this Association for many years, and yet in many places very little progress has been made. I urge that those original and beautiful views presented by Miss Lathrop last year and by Miss Keeler the year before, and now by Mr. Peaslee, should be used by us when we go home. There is infinitely more difference between right and wrong methods than we are apt to think. With all these illustrations and lectures spent upon this means of improving our schools, I fear we are too much addicted to our old methods; that we are too much afraid of stepping out of the old ruts; that we are too distrustful of ourselves and are too patient for results. I desire that our young teachers, at least, shall be inspired with confidence from the older ones that these are the true methods. That being the best methods, they are the only methods, because here in America we have no time to use methods that are not the best,—no right to use those that are not true methods. We are standing in the way of our own civilization, in the way of that progress which we profess to love and desire to promote, by continuing in our schools any other than the best methods. We may be well satisfied with the success that has attended our efforts from year to year; we may have gratified the parents of the children in our schools from year to year with the exercises in the parrot recitations that have been and are still characteristic of our schools; yet if there is a better way, it is duty to step into that better way, and the parents will be as well pleased with those plans as they have been with the parrot methods, and much better too. While I am up, I wish to call attention to the fact that there are positive delights in this method of object teaching, which young teachers will realize in a little while, which, as mere book teachers making book worms of their scholars, they will never feel. There is a glow of soul and spirit in that reciprocal action between the mind of the pupil and teacher that comes from communication with objects, and by drawing the thought and attention of the pupil to the objects which give you satisfaction, a delight and joy that you have never felt, if for years you have merely held your book and asked questions. We should use drawing in connection with this object teaching. Take, for instance, botany, and have the leaves before the pupils, and let them from those leaves draw *fac similes;* then take the roots and branches, fixing their minds and attention upon the objects until they can reproduce them beautifully upon paper. They have not only been acquiring skill of hand, but you have appealed to the senses, the memory, and the perceptive powers in such a way as you could hardly do by any other means. Now Mr. Peaslee has told us that, in teaching arithmetic, we

should do all by the object method, and yet I know I could go into the schools and find pupils who never did discern the relation between a pint and a quart cup, and yet have gone through fractions or entirely through arithmetic, and never knew the relation between an inch and a yard—never had their attention called to it. We are just as impractical in these things as we ever were. It is important that we not only treasure up the things we hear at these meetings, but that we put them into actual practice at home. I speak earnestly upon this subject. I have long felt much interest in the public schools. My hair, and that of several other gentlemen whom I see, and with whom I have coöperated in the public schools of Ohio, is growing white. I do not want to leave the school room before seeing every teacher in Ohio firmly planted upon these best methods of teaching. We want physical, intellectual, and moral health, and these best methods of teaching, so that there is not only progress made, but that the great state of Ohio may come fairly upon this advanced platform. [Applause.]

E. O. VAILE, of Cincinnati: I have often wondered why this matter has not progressed better. We have talked with younger teachers who thought they should teach it, and we have been told that "We do n't teach it as taught." We ask, "What is the reason?" The answer is, "We can not." I think there are three reasons: First, the teachers and superintendents are largely responsible for it. It would be an amusing sight to see very many of these teachers who are first-class superintendents, go into the primary departments, and give an object lesson. Many could do it, no doubt, but I would like to see them. There are many teachers here I know, who have never seen an object lesson except on the printed page. They go into the schoolroom with their scales and measures of all kinds, but who is to use them? The principal sits above and gives directions, hoping to see the teachers carry them out. The teacher has no model; was not taught so herself; and does not know how to make it practical and useful. Second, suppose a teacher goes through a practice of this kind, in comes a member of the board of education, or the father or mother duly listen to it. It is not glibly done; the children do n't pop up their hands to answer. The members of the board go out and discuss it, and decide that that kind of work won't do—it do n't please them. It is a kind of work that does not produce the brilliancy of mind, and will not bring the kind of results that parents and boards of education desire to see. They have been taught by the parrot method, and expect their children to be instructed in the same manner. If Col. De Wolf and other superintendents and principals should teach the boards of education what good teaching is, then we can do good teaching; otherwise, we can not. Third, the principals and superintendents want to judge too quickly and readily of the work the teacher is doing. They dislike to take any responsibility; they want to see what the teacher is worth expressed in black and white. The parents want to see it in black and white. Object lessons can not be put in "black and white." Now, when these superintendents and principals can find some other method or system by which to judge of values,

then we can go to work as they demand; but, so long as they tie us down to percents, where there is now no rule upon the subject, we can not do the best work in teaching. [Applause.]

COL. D. F. DE WOLF: I believe that I am known in this convention as not harmonizing with certain views that have characterized the leading sentiment of the convention for many years, and one of the points is the very method alluded to by the gentleman from Cincinnati,—that of periodical examinations. I declare I never planted an acorn in my life, and dug it up every month to see if it was growing, since I was a little boy; and I declare to you I never will if I live a thousand years. My reasons against it are just in the direction in which this gentleman talks. Just the embarrassment that is likely to occur to the teachers when we ask them to plant themselves upon methods which we devise and illustrate for them. I spoke of patience as one of the points when I was upon the floor before, and it is an element in this subject which the teacher, as I understand it, can not exercise, when he knows he is going to be called to account every fourth Saturday,—not for his work, but for the amount of growth he has secured in his pupils. Now I believe there are other methods of ascertaining whether the teacher is doing his duty, because I believe that method does not secure the best and truest results. I have been opposed to the practice of these short periodical examinations. I know the embarrassments they are likely to result in, in the different schools, and I know how they cripple and cramp the efforts of the teachers who have an idea before them of what amount of growth means; and unless superintendents of schools can place themseves before their corps of teachers and appeal to their consciences, and make them feel that they have just as good consciences as the superintendents, I do not believe that this sort of work can be done. I do not know why God has given me any more conscience in regard to the growth of pupils than he has given to the teacher under my care. The teacher whose early association with fifty pupils renders him individually interested in the growth of every one of them, and when the teacher stands before fifty pupils, thoroughly interested in their growth and advancement, I believe she can do her duty without the limiting process being applied, every little while. I believe that if both the superintendents and teachers would consider the growth not as a periodical result in their schoolrooms, there would be less difficulties in young teachers planting themselves upon these better methods. We must have confidence in these teachers, if they do what we, from our larger standpoint, see they ought to do; yet we can not limit them in our practice, and expect this larger growth.

E. T. TAPPAN: It seems to me to be assumed by all, that the object method of teaching is the method by which anything and everything is to be taught. It is good for some things; and yet there are others to which it should not be applied. I desire some one should tell us exactly to what the object method should be applied. What are we to teach best in that way, and what are the branches we are not to teach in that way? May I ask two or three minutes to speak of one thing which I

do not think should be taught by the object method—that is, that most useful and sublime science, mathematics. I have been accused of heresy on this point, and would like to set myself right. You may give to the child the first notions of number by some concrete object, as Mr. Peaslee said; he was right in that. You may give to the child the first notions of certain ratios, as the inch and yard, the pint and the quart; those things should be taught in the concrete, that is, by objects; I agree to all that; but as soon as the child has the idea of abstract numbers, the objects should be laid aside. If you continue to teach arithmetic by bundles of straws, you are teaching straws but not arithmetic. There may be times when it may be necessary to help some of the pupils of weaker minds by referring back to the concrete object as an illustration, but then it is only for the sake of the weaker minds,—just as it may be necessary in teaching geometry to use the figure or model. But if you desire to secure the best results in arithmetic, you must as soon as possible, after showing a variety of objects, and after securing in the minds of your pupils a knowledge of the abstract notions of number, then act upon that—that is pure mathematics. And in the same way in geometry, if you wish to teach geometry, and not blocks of wood or marks upon the blackboard, you must bring the student to that kind of an exercise where they must reason without these helps. The teacher of mathematics, who has the spirit of a mathematician, and the spirit that ought to be in every one who teaches mathematics, should always bear on towards that point where you are dealing with abstract numbers and notions of dimensions and distances, then we may do something better in this way, and in that way entirely get loose from object lessons, and we may have those results which are to be attained by the teaching of pure mathematics.

U. T. CURRAN, of Sandusky: My friend Tappan has been considered as having made up his mind on this subject. I have spoken about this at one time, and have been opposed to object teaching. I think geometry should be taught straight through by object lessons,—at least I could never make anything out of it in any other way.

JOHN HANCOCK: I desire to call the attention of the superintendent from Toledo to his illustration. He said he never tried the acorn to see whether or not it was growing,—never dug it up to see if it were taking good root. I would ask if this is the way he measures pear and apple trees? I measure the growth of corn and apple trees quite frequently, and get pretty near the growth from time to time. If his illustration is worth anything at all, it is in favor of having some standard by which to measure the growth of your product from time to time, whatever it may be. It is very sad and disheartening to have to come up here, from year to year, and refute the same arguments over and over again, and say they are without foundation. Those who are the advocates of what is called the natural modes of teaching, have made these same arguments, I think, for the last twenty years, and, if I am allowed to judge, I think we have refuted them very effectually; but the same old arguments come up again the next year, and either have to be refuted again, or the people

go away with the impression that they are unanswerable. I had thought that last year,—I believe at the last meeting of this Association or the superintendents' section of it,—we had a paper upon written examinations that seemed so sensible and moderate in its views and thorough in its work, that I thought we had settled this question, so that it would not again arise to affect the business of this session—but it is up again to-day. I simply desire to assert again on that branch what I believe to be true, that that teacher who is afraid to measure his or her work—I will not say afraid, I will modify it—who refrains from doing it, has no certainty of what the growth really is. I have ever been an advocate of thorough scholarship. I can not tell for myself when I am teaching whether my work is growing as I desire unless I have some standard of measurement; and I doubt very much whether any one can be satisfied if he apply a standard of measurement which in some degree may not be perfect or in a general degree fair. Should I find there is but little growth, what do I do? I dig about the plant, and afford it those facilities for growth that I have been taught by philosophic investigation of the growth of mind to be necessary for the growth of the mind. I do not know but others may have wiser methods than these, but I do not know for myself how you are to get at it without some such methods and without such investigations. I do not belive that education is an empirical matter; it is a science; and there are certain principles so firmly established in the development of the mind that they can no more be shaken than you can shake the laws pertaining to gravitation. There are other questions that are not decided,—other questions we may argue,—but there are certain principles we may not shake which lie at the foundation of education, which we need not argue. And I believe that the natural methods are just as well established as I believe the laws of mind are established and immovable. I believe that the propriety of the supervision of the instruction in the schools and the applying of standards to the pupils' and teacher's work are as thoroughly established as anything within the domain of mind, and their uses and benefits can by no means be refuted or overthrown.

W. S. FURAY, of *Cincinnati Gazette:* I desire to ask one question to show how profoundly ignorant I am. I have heard these discussions on object lessons and object teaching for many years, and have been deeply interested. But if I understand—and probably I don't—what has been said here this afternoon by some who seem to be enthusiastic advocates of this system, there is no method whatever by which you can tell whether a child educated by that system is making progress or not. Is this really so? Is Mr. Vaile's statement correct, that, when you educate a child by means of the object system, there is no means by which I, a citizen, going into your schools, can tell whether the children are making progress or not?

E. O. VAILE: That depends upon your good sense.

MR. FURAY: Not at all, sir, for I have been told by him that it can not be exhibited upon the blackboard nor on paper. What direction is my good sense to take? What is the way my good sense is to travel to

find it out? That is the question I am asking now of the advocates of this system. Is there a method by which you can tell whether a child, educated by the object method, is progressing or not? If so, what is that method?

The Association then listened to an address on—

THE NATIONAL GOVERNMENT AND POPULAR EDUCATION.

BY HON. JAMES MONROE, OBERLIN, O.

Mr. President, and Members of the Association:

The American people have never been charged abroad, and scarcely ever at home, with lacking a fair degree of self-complacency; and there is no subject upon which this quality has been exercised more vigorously than that of the remarkable and general intelligence of our citizens. If you, gentlemen, have never said to your own pupils, that we are the most intelligent and virtuous people on the face of the earth, you may have heard something which sounded like it in Fourth-of-July orations, or may have seen some slight reference to it in the columns of patriotic journals. I shall never forget the interest with which I studied, when a small boy at school, a map in some old geography, intended to instruct me in the relative enlightenment of the different nations of our planet: the delight with which I saw a spot almost as bright as the sun representing my own country; and the naughty comfort which I took when I saw how rapidly the other nations of the world—beginning with England and France which *were* rather white, although very diminutive in size—were shaded down through the growing obscurity of Germany, Turkey, and China, into the blackness of Africa.

While we will never cease to thank God, and the memory of the fathers, that there is so much of truth as there is on which to found this favorable opinion of our condition, we must admit that the spirit of self-satisfaction received a somewhat rude shock from the facts of illiteracy published in the census of 1870. These facts have been often repeated and are now familiar; but their painful significance is not yet exhausted. A fresh impression of them upon our minds is necessary to the proper discussion of our subject—"The Relations of the National Government to Popular Education." To study these facts, though not pleasant, is wholesome. True patriotism does not require us to ignore defects in our character as a nation. The very beginning of all improvement is the frank acknowledgment that it is needed.

STATISTICS OF ILLITERACY.

By the last census, the number of persons over ten years of age in the the United States who can not write, is 5,658,000. The number of those who can not read is put at more than a million less; but the higher number is undoubtedly nearer the true measure of the illiteracy of the country. For obvious reasons, heads of families are not disposed to report to the census-taker more ignorance in the family than really exists. It may be safely assumed that they would sometimes be tempted to re-

port less. Hence, the opinion has been held by eminent statisticians, that to obtain the true number of the illiterate in any state, thirty per cent should be added to the number found in the census tables. It is also well known that men admit inability to write more readily than inability to read. We are quite safe then in taking 5,658,000 as the real number of the illiterate in the United States. This, upon careful estimate, will be found to be something more than one-fifth of all our population above ten years of age. Of the whole number of illiterate, 2,790,000 are colored—being the largest single element. The number of native white illiterate is nearly three-fourths as large as this—amounting to about 2,087,000. Should we, at any time, be tempted to become boastful in regard to our intelligence, we have only to remember the more than two millions of illiterate of our own native white race. Our orators sometimes speak of the danger which threatens our institutions from the influx of "ignorant foreigners." It may be well to remind these gentlemen, that our foreign born illiterate are only 778,000—a number only a little more than one-third as large as our native born white of the same class, and a little more than one-fourth of the whole number of illiterate whites. Our total white illiterate is 2,852,000—a number larger than the total colored by 62,000. There is another view of facts which is of deep interest. Of our illiterate, 1,943,000 are between the ages of ten and twenty-one years. Of these, about half are below fifteen and about half above that age. For the latter something might perhaps still be done; for the former, much, if prompt and efficient measures could be taken to instruct them. Again, of our illiterate, 1,619,000 are male adults. Of these, it is estimated, that one million and a half are legal voters. This is nearly one-fourth of the whole number of persons who voted at the presidential election of 1872, and is believed to be more than one-fifth of all the voters in the United States when the census was taken. It can not be doubted, that, at least, one-fifth of all who will vote at the presidential election next year, will be persons unable to read or write.

These are the principal facts of illiteracy in our country. They are only the skeleton of the monster. But they are strongly suggestive of its size and rapacity. The geologic explorer who breaks into some cavern of the earth's crust, and comes upon the huge bones of an extinct saurian, can reproduce from these alone, in idea, its formidable proportions, and tell us much of its murderous weapons and the victims upon which it fed. Unhappily for us, our monster is not dead. It still lives and devours. This, no doubt, gives us an advantage over the geologist in the opportunity which it affords to study the nature and habits of our creature, but it is an advantage which we would gladly waive. May some future generation unearth the facts of illiteracy in the census of 1870 with the same astonishment and surprise with which the geologist gazes upon the fossil remains of a lost species!

EVILS AND DANGERS OF IGNORANCE.

It is not easy to express adequately, in words, the greatness of the calamity which ignorance is to a single mind—its crippling, contracting,

weakening influence upon all its powers. It is not only that the ignorant man has few facts and these of a common order—that he has few ideas and these wanting in variety and importance—that, especially, he lacks the power to classify facts and ideas and use them in processes of reasoning—in a word, that he is like a man who would build, but has scanty materials and no definite plan for his house. It is, more than all this, bad as it is, that he lacks the freshness of spirit, the lofty impulse, the expansion which come from broadness of view. He is like one living in a cell. His horizon is near. His sky is low; he can almost touch it with his hand. The stretch and grandeur of the Universe must be cut down and shrunk before they can be got into his mind. He does not hear the morning stars sing together, and he can not shout with the sons of God for joy. He can not attain to

> "That intellectual being,
> Those thoughts that wander through eternity",

which a ruined archangel feared to lose "though full of pain." What words shall describe the misfortune of this mental poverty?

And if we fail to set forth clearly the evil of ignorance in one soul, what can we do with the dreadful aggregate of illiteracy summed up in the startling figures of the census? Ignorance is not only a great evil in itself, but it is the fruitful mother of many evils. There is not one of the great evils of society and the state which good men deplore, that ignorance is not prolific in producing. It would be interesting to inquire, did time permit, how far those wrongs and disorders in our country which have been so much discussed of late, may be traced back to the want of education among the people, as their source. It is plain, that to this cause, directly or indirectly, they are largely due. As slavery formerly, so ignorance now, is the skeleton in our national closet—the one subject which we least like, but most need, to discuss. You certainly do not wish time occupied, on an occasion like this, in asking the clergyman, the physician, the lawyer, the judge, the statistician, the historian, the philosopher, and the statesman, for their united testimony as to what ignorance is in its relations to society—to government—to Republican government. We know that the ignorant man is more apt to be a poor soldier in time of war—a poor neighbor, a poor member of society in time of peace—that he is more likely to be idle, disorderly, vicious, criminal—a pauper. How ready a tool is the ignorant man to the hands of designing men! I have called attention to the fact, that between one-fifth and one-quarter of all the voters in this Republic are unable to read or write. This fact is fraught with danger to the very life of the nation. These illiterate men are numerous enough to hold the balance of power, in some great national exigency, between right and wrong—between the forces of light and darkness. At some moment of great excitement, a cunning appeal to passion, to prejudice, to selfish instinct, to terror, might impel this strong, blind Samson to pull down the temple of our liberty upon himself and upon us. Is it wise to leave him longer grinding in his prison? Is it not time to bring him forth, restore his sight—for, thank God, we have not yet quite

put out his eyes—and set his broad shoulder as a pillar under the fair fabric of civil order rather than leave him to pluck it down?

WHAT MAKES DEMAGOGUES.

We complain of demagogues. Our leading journals are full of brave invective against them. To rail at demagogues has become such an evidence of merit, that demagogues themselves have undertaken the business. Demagogism has become the easiest method of accounting for any evil or inconvenience which we may suffer. Ask the manufacturer why his mill is shut. He answers, "Demagogues." Ask the banker what is the matter with the currency. Before you have finished the question, you see his lips shaping the word, "Demagogues." Ask the western farmer why he can not get cheaper transportationfor his wheat and corn, and the answer still is, "Demagogues." Ask the man of business why the times are dull—"Demagogues." Ask the prohibitionist why some men will sell intoxicating drinks and other men will drink them. He is clear it is demagogues. To what is the low moral tone of the country due? No doubt to demagogues. In a word, why do not we all behave better, make more money, and live happier? The fault may possibly lie somewhat in ourselves, but we shall take more comfort in laying it to the demagogues. Now, there is too much truth in some of these answers. Demagogism is a great evil to the country, though there may be some extravagance and lack of discrimination in the declamations against it. *We* certainly could not agree with Mrs. Partington in attributing the thrashing which Ike got at school to a "demagogue"; and we should hardly "unite in a call" to that Arkansas preacher who explained to a docile congregation that "Gog and Magog" in the Bible are short for "Demagogue." But while the whole nation very properly unites in scolding demagogues, it leaves almost undisturbed and certainly uncleansed some of the very sinks that breed them. We produce in abundance, year after year, the very food upon which demagogism lives and thrives. What more favorable field for flattery, for deception, for fraud, for gross imposture, could be offered to dishonest aspirants for place and power, than this country offers them in its millions of illiterate? Our country is beginning to exhibit the sharpest contrasts in regard to general intelligence. One portion of our people reads, thinks, analyzes, criticises, reasons, and brings a bright and quick intelligence to all affairs, public and private. This class, I am glad to say, is still a majority of the nation, and, in a state like Ohio, is a very large majority. But there is another class, and not a small one—a class which, equally with others, controls the destiny of the nation by its votes—that is rapidly taking on the qualities that belong to a condition of permanent and self-satisfied ignorance. These are fast sinking into the condition of that Roman mob that Shakspeare represents as crying out at one hour, after listening to an oration from Brutus, that he should be brought home in triumph and have a statue with his ancestors, and the next hour, under the influence of a speech from Antony, shouting that they will burn the house of Brutus and fire the city.

The separation of the people into two classes of this kind—the one

educated, capable, and thrifty; the other ignorant and degraded—if not arrested in time, becomes finally a fixed caste, perpetuated by mutual jealousies and hates—a caste as hostile to the genius of free institutions as it is to the progress and welfare of mankind.

OPINIONS OF HERBERT SPENCER.

On the sound military principle, not to leave a fortress in the rear in possession of the enemy, I may as well notice here a doctrine held by Mr. Herbert Spencer, and argued at some length by him in a recent volume of the "International Scientific Series", entitled "Sociology." This doctrine the more demands attention, because, emanating from a man so eminent and, in some respects, so really able as Mr. Spencer, it is likely to make some impression upon his admirers, especially those who are not hearty friends of popular education. Mr. Spencer expresses the startling opinion, that there is nothing in education that favors morality—that the general education of the people has no tendency to promote good conduct among them, and make them morally better men and citizens. Now, if this astonishing proposition be true, all that I have been saying of the moral and social dangers of ignorance is unfounded. The ignorant are just as likely to be moral and orderly as the educated, perhaps rather more so. Further, there is no soundness in the argument by which the friends of education justify the taxing of the whole property of the state for the support of common schools, on the ground, that education promotes that good order among the citizens which property has an interest in maintaining. In other words, all the more civilized parts of the world have been going in the wrong direction for the last fifty years. To allow Mr. Spencer to speak for himself, I quote a passage in which his opinion has at least the merit of being smartly expressed. He says:

"What imaginable connection is there between the learning that certain clusters of marks on paper stand for certain words, and the getting a higher sense of duty? What possible effect can acquirement of facility in making written signs of sounds, have in strengthening the desire to do right? How does knowledge of the multiplication table, or quickness in adding or dividing, so increase the sympathies as to restrain the tendency to trespass against fellow-creatures? In what way can the attainment of accuracy in spelling and parsing, etc., make the sentiment of justice more powerful than it was; or why from stores of geographical information, perseveringly gained, is there likely to come increased regard for truth?"

I accept this issue of Mr. Spencer with alacrity, and I have only to remind you of those considerations, whose force every intelligent parent and teacher has felt, to demonstate that these very studies—which are in fact only our old friends, reading, writing, spelling, geography, grammar, and arithmetic, although Mr. Spencer, being a philosopher, must, of course, describe them in rather learned phrase—do greatly promote the practice of the moral virtues.

We all know that the characters of men depend, for the most part, upon habits formed in youth; and we also know that the habits of the young are determined largely by the subjects to which their attention is devoted. The mind of a bright boy must have occupation. If it is

not furnished with that which is good, it will find that which is bad. Just when the young mind looks eagerly about for something to exercise itself upon, education offers it wholesome occupation and keeps it busy at that. He is thus withdrawn in large measure from the opportunities and the temptations of immorality. A hungry fish may bite at a baited hook or even a naked one. But give it plenty of wholesome food, in which there are no hooks, and it is not likely to go far in search of them. To anticipate a little, if a fish could be so educated as to distinguish food which has a hook in it from that which has not, might not this help him a little? Many a mother, during the long winter evening, as she hears the cries of riotous men upon the street, thanks God, when she sees her own boy by the fireside, interesting himself with his new geography, reading his illustrated history, or ciphering a race with his sister over some hard problem in arithmetic. The common school has helped her to furnish that haven of safety for her boy. The good schoolmaster is the mother's friend and ally, and she knows it.

Education tends to refine and elevate the taste. It produces, in most youth, some love of knowledge, and the love of knowledge is of a higher order than the love of vicious indulgences and associations. It can but have some tendency to make them distasteful and to exclude the love of them from the heart.

Again, education increases to its possessor the facilities for obtaining an honest livelihood, and thus delivers him from one class of temptations. It can not be doubted, that the man who has a fair prospect of securing a living for himself and family by honest means, is more likely to be an orderly and virtuous citizen than one who has not. As little can it be doubted, that, other things being equal, the educated man is better equipped for the struggle of life than the illiterate.

Once more, knowledge teaches men to reason. It reveals to them the connection between cause and effect. It gives them fuller and clearer views of consequences. It instructs them in the nature of law and of penalty. By it they discover that, in the nature of things, certain evils follow upon wrong conduct, and certain advantages upon good conduct. Can it be otherwise than that this discovery should impose some degree of restraint upon evil inclinations? If it would not, then God and all the law-givers of this world have erred in publishing penalties to mankind.

An inhabitant of this state, who was entirely illiterate, stole some property. At the trial for the offense, his lawyer, who afterward became a distinguished United States Senator, saved him from the penitentiary by proving that the property stolen was worth less than thirty-five dollars. Long afterward, the lawyer, happening to enter the court room of a distant county, saw his old clent in the criminal's dock, about to be sentenced to the penitentiary. The client recognizing his former defender, asked for an opportunity to consult with him, which was granted. "Did n't you once save me from the penitentiary", said the criminal, "on the ground that the propety I had stolen was not worth thirty-five dollars? How is it, then, that down here, when I have only

stolen an old horse that I know was n't worth twenty, they are going to send me to Columbus?" The lawyer advised him, the next time he should steal, to steal the statutes and learn to read them. Now if this man, when young, had received a fair common school education, I charitably hope, he would have found something better to engage in than petty larceny and stealing old horses. But even had he been no better in character, the result shows that a man of so inquiring a mind, would have read, at least, that portion of the statutes connected with his own principal embarrassments in life, in which case one man less would have gone to the penitentiary, and one man less would have had a horse stolen.

I add another point. The existence of a school in this age necessarily implies a certain amount of moral instruction and discipline. Immorality in the pupil conflicts with the discipline of the school; but, if the school is worthy of the name, discipline must be enforced. The teacher can not permit the pupils to impose on himself by falsehoods, nor to practice violence and oppression among themselves. Some pupils may be sadly depraved. He can not permit these to tempt others into wickedness. And thus, merely by virtue of being a teacher, he must administer a discipline of righteousness. No man who has any self-respect, whatever his theories may be, can engage in the work of teaching, without exerting his whole influence with his pupils on the side of the moral virtues. Mr. Spencer admits that the penalties for misconduct which are provided by nature and society, are a discipline in virtue. But he seems to forget that a well-ordered school is both nature and society in their better form. There is much nature in a boy. There is often some nature in his teacher. There is social order in the school-room with its laws. Nature and society meet there, imposing suitable penalties.

Mr. Spencer does indeed hold that there is no tendency in moral instruction to make men better. Moral precepts he regards as thrown away upon those to whom they are addressed. But against this doctrine I take liberty to protest with all my heart. It contradicts reason, experience, nature, and God. No good man can see a fellow creature going to ruin without feeling an instinctive impulse to instruct and warn him. That instinct was planted in us by a benevolent God for noble purposes. It is blasphemy to say that it is worthless. Can you persuade the faithful mother, when she sees her child going astray, to withhold moral instruction from it? Can you induce any honest man to relinquish the right and the duty to impart such instruction? Could you persuade Mr. Spencer himself to resign the office of moral instructor and stop publishing his books? Moral instruction, no doubt, sometimes fails of its object. But it is not designed to fail; it has, in itself, no tendency to fail; and when wisely and faithfully applied, it generally succeeds. When wheat is sown, not all the grains sprout and grow; but who, for this reason, will tell us that wheat was not made to grow?

In fact, so far is it from being true, that the education of the intellect is not favorable to morality, that the very effort to acquire knowledge is akin to the moral virtues, and a persevering effort of that kind is a

moral virtue. Mr. Spencer speaks disparagingly of the moral influence of "stores of geographical information perseveringly gained." But perseverence in a young person in mastering any branch of valuable knowledge, generally implies some degree of that self-control, of that resistance to temptation, of that ability to hold one's powers in hand for a worthy object, which are the very essence of moral virtue, as those words are used by Mr. Spencer. Industry is a virtue; self-mastery for a noble end is a great virtue; and there is not one of the moral virtues which might not find itself at home in the bosom of an industrious student. The love of knowledge in the heart is a hospitable tenant, and beckons all the sister graces in.

A man may well suspect his philosophy of being fundamentally wrong when it compels him to speak of the different departments of our nature as being in a sort of antagonism to each other. They all come from God, and bear on them the stamp of power, of wisdom, and of unity of design. Each has an interest in the wholesome development of all the rest, and is the better for it. How else could our God have made us than that growth in any lawful direction should quicken all lawful growth? Practice the virtues and these shall aid you to acquire knowledge. Acquire knowledge and it shall incite you to the practice of the virtues.

"Let knowledge grow from more to more,
But more of reverence in us dwell,
That mind and soul, according well,
May make one music as before."

It may be said that Mr. Spencer's name is one of such authority that it can not be presumed that he has been fairly answered by such arguments as I can present. I confront him therefore with a name of still greater authority in this country, at least, upon all questions of a social and educational character, that of John Stuart Mill. In his essay on the "Claims of Labor," speaking of a certain narrow spirit which had been an obstacle to popular education, he says:

"This spirit could never be tolerated by any person of honest intentions who knew the value of even the commonest knowledge to the poor. We know not how the case may be in other countries, among a more quick-witted people, but in England it would hardly be believed to what a degree all that is morally objectionable in the lowest class of the working people is nourished, if not engendered, by the low state of their understandings. Their infantine credulity to what they hear, when it is from their own class; their incapacity to observe what is before their eyes; their inability to comprehend or believe purposes in others which they have not been taught to expect, and are not conscious of in themselves—are the known characteristics of persons of low intellectual faculties in all classes. But what would not be equally credible without experience, is an amount of deficiency in the power of reasoning and calculation, which makes them insensible to their own direct personal interests. Few have considered how any one who could instil into these people the commonest worldly wisdom—who could render them capable of even selfish prudential calculations—would improve their conduct in every relation of life, and clear the soil for the growth of right feelings and worthy propensities."

RELATIONS OF THE NATIONAL GOVERNMENT TO POPULAR EDUCATION.

The great evil and danger of illiteracy being admitted, and the neces-

sity of removing it by the general education of the people, our subject next leads us to inquire into the relations of the national government to this question. That it has a vital interest in the matter, we have seen. The practical question is, how far it may be expected to take part in the removal of the evil, and especially how far it may go in appropriating the national property for educational purposes.

THE POWER OF CONGRESS TO AID THE STATES.

The first point which demands attention here, is the constitutional power of Congress. I have heard this power questioned in the National House of Representatives, but on the whole, it is so well settled, that the discussion of it need not long detain us. In section 8, Article I of the Constitution, power is expressly conferred upon Congress to appropriate the money raised by taxation "to provide for the common defense and general welfare of the United States." But is the education of the people of sufficient importance to the general welfare to justify us in including it among the objects for which, under this clause, appropriations may be properly made? You will agree with me that it would not be easy to name any one thing more indispensable to the general welfare than this.

I do not forget, that some of our public men have held, that the meaning of the words "general welfare" in the first clause of section eight, must be regarded as limited to the objects enumerated in the remaining clauses of the section, such as the coining of money, the establishment of post-offices and other specifications, among which the promotion of education is not named. But Judge Story argues at length and with great clearness, that such limitation is not justified either by the proper meaning of the language, the nature and wants of the government or the practice of our government from the beginning. I quote a few sentences from this eminent jurist, which will leave no doubt upon your minds as to the opinion which he held upon the subject. He says:

"If there are no other cases which concern the common defense and general welfare, except those within the scope of the other enumerated powers, the discussion is merely nominal and frivolous. If there are such cases, who is at liberty to say, that being for the common defense and general welfare, the Constitution did not intend to embrace them? The preamble of the Constitution declares one of the objects to be, to provide for the common defense and to promote the general welfare; and if the power to lay taxes is in express terms given to provide for the common defense and general welfare, what ground can there be to construe the power short of the object?"

Judge Story quotes, with hearty approval, the statement of Alexander Hamilton, that "there seems no room for a doubt that whatever concerns the general interests of *learning*, of agriculture, of manufactures and of commerce, is within the sphere of the national councils, so far as regards an application of money."

Judge Story further says:—"In regard to the practice of the government, it has been entirely in conformity to the principles here laid down. Appropriations have never been limited by Congress to cases falling within the specific powers enumerated in the Constitution, whether those powers be construed in their broad or narrow sense."

The doctrine of the Constitution, then, evidently is, that Congress may, in the exercise of a sound discretion, appropriate money from the Treasury to any object which, in its honest judgment, is really necessary to the general welfare; and we have already seen that there is no object more vital to this end than popular education.

The same principle in its spirit is plainly applicable to the public lands of the United States. The power of Congress to approprirte these lands or the proceeds of them to educational objects, has been settled by a long line of precedents. Between the years 1803 and 1868, there were thirty-two solemn enactments of Congress, granting public lands to the amount of 68,000,000 of acres, to many States and Territories, for the support of common schools. By another series of acts, scarcely less imposing, numerous grants, though far less in amount, were made for the benefit of universities. By the law of July 2, 1862, another large grant was made for colleges of agriculture and the mechanic arts. The validity of these acts has never seriously been called in question. It has been assumed by the Supreme Courts of nearly all the States and by the Supreme Court of the United States.

PROPRIETY OF EXERCISING THE POWER.

The power of Congress to aid in the work of educating the people being admitted, there remains to be considered only the propriety of exercising the power. And if the true measure of propriety is found, as it certainly is, in the degree of importance attaching to the end to be secured, then, as we have already said, little further discussion is needed. The right and power being unquestioned, the highest propriety of action exists where there is the highest necessity and the greatest danger. If it is proper to maintain a Republican form of government, if it is proper to preserve the national life, it is proper to educate the people. If we may properly expend hundreds of millions annually upon the armies and navies, forts and arsenals, to be prepared for the attacks of some possible enemy from abroad, may we not expend a small sum to resist the ravages of a known and dangerous enemy at home? We appropriate many millions every year to build piers and breakwaters, to dredge out harbors, to remove obstructions from the mouths of rivers, that there may be a free interchange of commodities among our people, and that our commerce may be great and prosperous. Is it not, then, worth while to expend something to promote the free interchange of thought—something to remove the impediments to the growth of mind—something that knowledge may be increased in the land? At every point of danger on our shores we have set a light-house to pour its friendly beams over the stormy waters through the long night, that our mariners may not be shipwrecked on the rocky coast; and not a human being in the land regrets the cost. But there is a shipwreck more terrible than this—a moral and intellectual shipwreck. Shall we kindle no friendly lights in dark places to save our people—to save the nation from this? The immense grant of land made for the first railroad to the Pacific was plausibly defended on the ground that, at a time when a general breaking up of the Union was threatened, this road would serve as a bond

between the East and the West, and bring remote sections into closer fellowship. But how poor a bond of union are iron rails in comparison with those moral and intellectual ties—delicate but strong—which are found in the common sentiments, common sympathies and common aspirations that spring from the diffusion of common knowledge. And how much better it would have been for the country if a portion, at least, of the princely domain which has been bestowed upon railroads had been consecrated to the education and enlightenment of the whole people?

NO POWER TO INTERFERE WITH STATE SYSTEMS.

Of course, it would be alike unconstitutional and improper for Congress to interfere with the management of school systems within the State. These must be organized, developed and controlled by the State. Congress can only offer encouragement, aid and coöperation. We all highly approve of that division of powers in our country between the nation, the State, the county and township, which De Tocqueville has so appreciatingly described in his "Democracy in America." It was a natural growth of our soil, and it is one of the strongest safeguards of our free institutions. The powers reserved to the States should be exercised by them, and any attempt by Congress to interfere with them would be as dangerous as it is unlawful. More than this, I would not have the United States undertake to do for the States what they can do as well for themselves. It is much better, when possible, that local affairs should be wholly administered and provided for within the State. Even in so important a matter as education, the National Government should tender assistance only when necessary to supplement the efforts of the State government. In a word, I advocate only such aid from the nation as may be necessary, and as may be offered in kindness and freely and gladly accepted.

I. THE NATIONAL GOVERNMENT SHOULD FURNISH NEEDED INFORMATION TO THE STATES.

The first work which the National Government should do in aid of popular education, and which it alone can do, is, to place before the school boards of every State the fullest and latest information upon all questions relating to the improvement of common schools.

A moment's reflection will convince us of the extent and importance of this work. We have thirty-seven States and ten Territories—near half a hundred commonwealths in all. In these may be found every variety of experience and every stage of development in regard to popular education. In some of them no attempt has been made to establish a school system. It may even be thought scarcely necessary or desirable. In others the subject is just now under discussion, and a new intellectual life is awakening among the people. In others still there are the small but hopeful beginnings of an educational system. We next reach States where the public schools are in a condition of average excellence, and finally ascend to those where systems of popular instruction have been longest tried, been most deeply studied, most warmly cherished and most liberally endowed, and where, consequently, they

have attained the highest efficiency and perfection. These States have accumulated an immense mass of valuable results—some of which are on record, some are found in operation in living organizations, and some exist in the brains and hearts of faithful workers. In the younger or less experienced States there is a great and wide-spread want of the knowledge of these results. We have in the United States certainly as poor, and perhaps also as perfect, public schools as there are in the world. There is no case in the land in which information about schools is needed at some point, where there is not, at some other point, just what is wanted. The friends of education in large portions of the South and West, and sometimes in other parts of the country, are full of questions in regard to the building, location, seating and internal arrangements, warming and ventilation of schoolhouses — the qualifications, physical, intellectual and moral, of teachers—the branches of study to be attempted, the modes of discipline and the methods of instruction—the proper grading of schools and the best means of securing the interest of parents and the whole community in the work of education. It is well known that certain portions of the country are in a state of constant interrogation in regard to these subjects. It is also known that other portions abound in the proper answers. How important that question and answer should be brought within speaking distance. How important that the less experienced States should be saved from the long course of unsuccessful experiment through which some of the older States have passed. South Carolina should be taught to begin where Massachusetts has left off; Ohio ought to be able to save Mississippi from half a century of blunders. We have on the one hand an immense demand, on the other an immense supply. The problem is, how to bring demand and supply together—a problem not so easy of solution as one might suppose.

A brief reference to a question, in some respects like this, may illustrate my meaning. In our Western States there is commonly an immense surplus of wheat and corn, and beef and pork. In our Eastern States there is a great need of this surplus. On the one hand we have a multitude of men embarrassed with over-production of staples which they are anxious to sell, on the other a multitude suffering from want and eager to buy. We say these peoples were meant for each other, and the question seems simple enough. But the great difficulty has proved to be that of transportation. How shall demand and supply be brought together? The ordinary laws of trade have not seemed to meet the exigency, and it has been thought necessary to call upon the government for aid in solving the problem. Able committees have studied the question and made elaborate reports. Discussions upon the subject have been held in Congress, and an earnest effort has been made to secure legislation. And yet the question has not been satisfactorily settled.

But the difficulty in meeting the educational wants of the people is greater than that of supplying the material, on account of the indisposition which often exists to admit new methods of instruction. The men who are in want of bread never refuse to receive it from the men who have it to spare. But there are still whole communities in our country where

the instruction which is sorely needed is admitted, if admitted at all, reluctantly and with many prejudices. The Pennsylvanian who complained that a troublesome schoolmaster from Connecticut had come to his town bringing a dictionary written by one Noah Webster, and teaching the children to say "salvation" instead of the good old word "sal-va-she-on," was a representative man of a class still more numerous than we could desire. We have fellow-countrymen who will not welcome "salvation" even, unless it comes in their own way. To such men we must not bring criticism, but candid explanation, and time will aid in the good work of disabusing their minds.

From this glance at the intellectual needs of the nation we shall understand what the work is which is required to be done. It is evident that all available information in regard to education should be gathered up from the different States, brought together at a common centre, systematized and made to furnish its proper lessons, and then distributed to all points where it will be useful.

It has been urged that the states should do this work through their own organizations. But they will not and can not do it. Experience has shown that state officials are not as successful in obtaining information from other states in reply to circulars as are those of the general government. Suggestions and reasonings, however valuable, communicated by one state to another, do not attract the same attention nor are received with the same deference as those coming from the national government. Most of the states would not submit to the expense of maintaining a large bureau to carry on a correspondence with all the other states and with foreign countries. To establish forty-seven centers of absorption and radiation—each with buildings, a corps of experts and a clerical force, upon a scale to do business with all the rest of the country and of the world, thus doing much profitless work and often repeating the same work again and again, when one central office could do the work better, is a most clumsy, unbusiness-like, and expensive method of proceeding. To abolish the New York Clearing House and insist that each bank should every day settle directly with every other bank would be a sagacious and useful measure compared with this. No, this work must be done by the national government through some well-sustained and well-officered bureau at Washington. To such a bureau, all knowledge of worth in any state in regard to the education of the people, would naturally be forwarded, and from it any state official or private citizen in want of information upon any point could obtain what he desired. Such a bureau would also give us the best results of systems of instruction in foreign lands. It would be entitled to organize a system of exchanges which would command universal respect, and would thus bring together, in one collection at Washington, the educational literature of the civilized world. It would publish the facts of comparative progress in the states and in foreign countries, and thus provoke a wholesome spirit of rivalry.

Horace Mann expressed the opinion that the general and continued publicity given in Massachusetts to the different degrees of progress in education in the different towns in that state, by the appeal which it

made to the pride of locality, did more than any other single cause to awaken an interest in common schools in the more backward neighborhoods, and thus improve the quality and methods of instruction. The citizens of such localities felt that they could no longer afford to be in the rear of the movement of civilization. The same sensitiveness exists in more intense form between different states, and the constant publication of the complete statistics of their relative progress in popular education, could but awaken an honorable competition. In debates in the House of Representatives over the tables of illiteracy in the last census, I have witnessed a sensitiveness of state pride among members which I thought both creditable to them and hopeful for the future of their states.

After what has now been offered, I need hardly add that I approve of giving ample support to an agency at Washington like that of the Bureau of Education. That Bureau, meagre as the appropriations for it have been, has already done immense good. Gen. Eaton, the Commissioner of Education, is a man of ability and culture, is heartily devoted to his work, and has shown tireless industry in endeavoring to infuse a more vigorous life into the common school system of the country. His chief clerk and other subordinates appear to make their work a labor of love beyond what is common in the executive departments, and to have a true enthusiasm for their calling. They have all done what they could, with the means placed at their command, and have already seven thousand regular correspondents residing in all parts of the land. But they should be much better sustained. In the present need of the country, not thirty or forty thousand dollars, but one hundred thousand, should be appropriated for the growing and exacting work of this Bureau. Its clerical force should be greatly increased and its facilities generally much enlarged. It should be a place, as I have already shown, where every request for information in regard to schools could be promptly and fully met. It should be a place where ignorance would be enlightened, not neglected or ridiculed; where prejudice would be reasoned with, not scolded; and where even rudeness and presumption might be patiently borne in the hope that they would prove to be the raw material which might some day be converted into courage and energy. How widely, how nobly useful such a Bureau might be! How great is the work which the nation now offers it to perform. And what cause for regret it is, when large sums are often appropriated for objects which, at best, are doubtful, that this Bureau should lack the comparatively small amount necessary to fulfill its proper mission in the country!

II. THE NATIONAL GOVERNMENT SHOULD GRANT AID TO THE STATES WHEN NEEDED.

There is another thing which the national government should do for popular education. It should exercise a beneficent supervision over the work of education in all the states, and when a portion of these have fallen behind the rest in furnishing the means of instruction, through crippled resources or other causes, or both, it should encourage and

stimulate the establishment and improvement of schools by moderate pecuniary aid. It should not give so much as to relieve the state from the necessity for the most vigorous effort on its own part, but it should give enough to save it from discouragement. Not only is illiteracy in itself a great evil to the state and to the nation of which the state is a part, but great inequalities among the states in respect of general enlightenment are most undesirable. They deprive certain states of their proper share of influence as members of the great federal family, and disturb that wholesome balance of forces which is most conducive to the general welfare.

Unfortunately, it so happens, that a large portion of our Union is in just the condition of backwardness in educational advantages for the people, which I have described. I have given some account of the black aggregate of illiteracy in the country. It must now be added that the larger part of this is found in the section to which I have alluded—the former slaveholding states of the nation. When you have gazed upon the map in the last census report, prepared under the supervision of Gen. Walker, the accomplished Superintendent of the Census, and intended to picture the relative degrees of illiteracy in the different states by darker or lighter shadings, you have been startled by the black cloud that rests upon the South. Nearly all the colored illiterate are found in this section, and the larger part—nearly two to one—of the native white illiterate. Nearly one-half of all the legal voters in this section are unable to read or write. We may be tempted, at first, to indulge a feeling of complacency, that this dangerous proportion of illiteracy does not exist in the northern states. But we can not thus relieve ourselves of solicitude. This mass of ignorance is practically ours—ours to deal with, and ours to suffer from, if it be not removed. Not long since, our government, through our own agency in adopting an amendment to the Constitution, made nearly a million of new voters in the South who are mostly illiterate. These men have a claim to our consideration. It is unjust both to them and to ourselves, to place this new responsibility upon them, and leave them unprepared to bear it. If emancipation was the logical consequent of the war, and the right of suffrage the logical consequent of emancipation, then general education is the logical consequent of the right of suffrage. No doubt it is intrinsically the best thing that this work of educating the people of the South should be done by the states of the South, and as much of it as they are able to do, should be left to them. But they are not in favorable condition to assume the whole burden of white and colored illiteracy, nor does it quite all belong to them to bear. They are impoverished, they are dispirited, and they have to contend with another evil which is a result of illiteracy—indifference among a portion of the people to the advantages of education, and an indisposition to make the necessary effort to secure them. On every ground, they should have pecuniary aid. If crippled resources and many embarrassments constitute a claim, they have a claim. If great evil and great danger to the nation furnish an argument, they have an argument. If an effective plea may be found in devoted

loyalty to the Union, they can offer such a plea in the conduct of those millions who were our faithful friends during the war, who fought on our side as bravely as our veteran soldiers, and without whom, as an element of strength to ourselves and of weakness and distrust to their masters, we might have failed to bring the war to a successful issue. I would not give them a very large amount, but even $3,000,000 per annum would do much toward awakening the educational spirit among them. So friendly and considerate an act would do something to allay prejudice and remove hostile feeling, and would, in the end, be worth many regiments of soldiers in preserving order.

It has been objected to this plan, that it proposes to tax the whole people for the benefit of one section. But it is not, in the proper sense, a sectional scheme. The money should, no doubt, be distributed upon a principle—that of the degree of illiteracy, without any reference to the locality where it should be found. The object would not be to give it to the North or the South, but to send it where it is needed. I am sorry to say, that Ohio, with its 173,172 illiterate, would have a claim. I wish that it had none. No state, I am sure, could wish to have such a claim to assistance. The South would, of course, receive most of the aid granted, if distributed upon the basis of illiteracy—not because it is the South, but because it happens to have the people who need the education. But how narrow a statesmanship is that which would oppose a great scheme of national progress on grounds of locality! Who does not know that ignorance in Georgia is the enemy of the prosperity of Ohio? that ignorance in Ohio is dangerous to the welfare of Georgia? May not a member of Congress, elected by illiterate voters in one of the Gulf States, aid in wasting money raised from the tax-payers of our frugal commonwealth? Ignorace among the people, wherever found, is the common enemy of every state and of the whole country. If a foreign foe were to land a great army in Louisiana, no one in the North would object to sending an adequate force, at the common expense, to drive it from the country. Patriotism never asks *where* the enemy is, except for the purpose of giving him battle. We are many members in one body, and if one member suffer, all the members suffer with it. Did any sane man ever say, when a portion of his limbs were suffering from a dangerous disease, that he would apply no remedies to these, because he could not apply remedies to all alike—as if each limb had not an interest in the sound health of all?

The illiterate voters of the United States are entitled by their numbers, on established principles of representation, to more than sixty members of Congress? What is the remedy for this great evil? Not to deprive these voters of the right of suffrage. Whatever may be thought of the wisdom of giving them this right, as an original question, the policy of the government can not now be changed. Such a change, if attempted, would have to be impartial—applied alike to all sections and classes, irrespective of race, color, or nationality. The attempt would produce an amount of irritation, that would shake the very foundation of society. No political party will ever assume the responsibility of such a measure, or ought to assume it. De Tocqueville, no

doubt, correctly states what is the law of society in this case, although his account of the grounds on which the law rests, is far from complete. He says:

"When a nation modifies the elective qualification, it may easily be foreseen that sooner or later that qualification will be entirely abolished. There is no more invariable rule in the history of society. The further electoral rights are extended, the more is felt the need of extending them; for, after each concession, the strength of the democracy increases, and its demands increase with its strength. The ambition of those who are below the appointed rate, is irritated in exact proportion to the great number of those who are above it. The exception at last becomes the rule; concession follows concession, and no stop can be made short of universal suffrage."

Plainly, the only way to guard against the evil which may be done to society by illiterate voters, is to educate them. This is the best as well as the only way. It is both sounder statesmanship and better philanthropy to fit men to use privilege wisely, than to deprive them of privilege because they are not so fitted.

You are, no doubt, acquainted with the main provisions of the bill in aid of popular education, introduced into Congress by the distinguished member from Massachusetts, Hon. George F. Hoar. He proposed to devote to this object the proceeds of the sales of the public lands, which have amounted on an average to about $2,000,000 annually. Mr. Hoar's plan did not at all interfere with the homestead law nor with the claims of the soldier and the sailor. It only gave to education such moneys as are naturally received from the sale of lands, and have heretofore been paid into the treasury and applied to the general expenses of the government. His bill was thoroughly considered, was provided with ample safeguards, and did not in any way encroach upon the just autonomy of the states. I would gladly have seen it become a law.

My preference, however, would be for a somewhat different plan. I would have the sales of public lands altogether cease, and reserve them for homesteads. I would be willing to have appropriated directly from the treasury three millions of dollars per annum, to aid in the support of the common schools in the nation. This amount should be distributed upon the basis of illiteracy, and should only be continued in any state until the state should be able to meet the whole responsibility of educating its people. Aid should be offered to each state, for its voluntary acceptance, on condition of its establishing a permanent system of common schools for the equal education of all the youth of the state, and supported in fair proportion by taxation of its own people. The money should be applied, so far as it would go, in payment of teachers of common or normal schools—all other expenses to be borne by the state. The most approved safeguards should be provided against the loss or misuse of funds, and payments should at once be suspended in case of any state which should fail to keep its part of the contract. The legislature of each state receiving aid should bind itself by formal enactment to accept these conditions. Three millions of dollars would afford but a small sum to each school district, but the aggregate in those states where there is the largest proportion of illiterate, would be sufficient to

awaken a fresh interest in public instruction, and supply an additional motive for proper effort on behalf of the state. Such an appropriation by the United States would worthily coöperate with and further stimulate private benevolence. Such benefactors of their kind as Mr. Peabody, and such excellent christian organizations as the missionary societies of our churches, would find new encouragement to make contributions for the education of the different populations of the South. The final result would be, that through the joint action of the United States, the state, and private benevolence, that portion of our country would be as completely and thoroughly equipped for the work of educating the whole people as any section of the Union. The national government would then have a right to feel that it had acted faithfully in the spirit of that noble provision inserted by the honored fathers of the Republic in the Ordinance of July 13, 1787, in these words:

"Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged."

The American people, at successive crises in their history, have been compelled to engage in a series of great struggles, which were necessary to their existence, their liberty, or their general welfare. The first was the struggle to gain a residence on this continent—a battle for life against the elements and the Indian tribes. Next came the war of Independence, the centennials of whose battles the people are this year beginning to celebrate with something of the grand enthusiasm with which the battles themselves were fought. The nation shook off the yoke of the oppressor, that it might be unincumbered for its swift and bright career. Then followed the War of 1812—a war which has been described by the historian as necessary to gain the respect of foreign nations—a war for social recognition among the great powers of the earth. Next in order was the internal contest for national unity, which had been threatened by the exactions of slavery—that great agony whose new-made graves are still about us, and from which sprung the maintenance of the Union and the universal enfranchisement of the people.

Each of these great struggles had a purpose and meaning of its own; each called for such sacrifices and developed such high qualities as the crisis demanded; and each resulted in brilliant success. But to a nation full of healthful life, in a world like ours, contests never cease. The life of a nation, like that of an individual, is a perpetual battle against the attacks of decay. The Spirit of Liberty among a great, free, active people, can never say, "My work is done." Other battles are approaching. The sounds of preparation for a new contest are already heard. The attentive ear may detect the distant note of the bugle and the rumbling of heavy artillery. The Bunker Hill of the struggle is not yet here, nor even its Concord Bridge. But they are coming. It will be the contest between knowledge and virtue on one side, and ignorance and corruption on the other; between the hosts of light and the hosts of darkness. It may not require physical courage, but it will demand moral qualities of as high an order as any contest that has preceded it.

It will call for patient endurance, enlightened ardor, energy that will not tire, high moral courage, and unselfish consecration to a great idea. There has been no nobler battle since the world began. Up to this battle you will go as captains. When the charge is sounded, may your hearts be bold and your hands be strong, and may "the eagle of victory perch upon your standards!" [Applause.]

Col. D. F. De Wolf, who was appointed to open the discussion of Mr. Monroe's address, said that he indorsed every position taken, and would not attempt to add a word to what had been so well said.

On motion of Commissioner C. S. Smart, a vote of thanks was returned to Hon. James Monroe and Dr. Kinsman for the valuable and able papers which they had presented.

Hon. E. E. White offered two resolutions in support of the recommendations in Mr. Monroe's address relating to national aid to education and the National Bureau of Education. The resolutions were seconded by Commissioner Smart. President Tappan moved that, in accordance with Mr. White's suggestion, they be referred to the committee on resolutions. Carried.

The following committee on resolutions was appointed by the chair: Prest. E. T. Tappan, of Gambier, T. C. Mendenhall, of Columbus, Miss Delia A. Lathrop, of Cincinnati, Hon. T. W. Harvey, of Painesville, and A. T. Wiles, of Zanesville.

On motion of E. E. White, the committee on the centennial was requested to report without further conference.

Thursday—Morning Session.

The exercises were opened at the usual hour with prayer by Prest. Tappan, of Gambier.

Hon. W. D. Henkle, chairman of committee on place of meeting, reported an invitatian from the proprietors of the Put-in-Bay House, and recommended its acceptance for the next year.

Prof. Mendenhall moved to amend by postponing the next meeting for two years, on account of the Centennial Exposition at Philadelphia next year. Amendment carried.

On motion, it was resolved to recommit the report to the committee for further consideration.

Prest. Edward Orton, of the Agricultural and Mechanical College, Columbus, next addressed the Association on—

SCIENCE IN PUBLIC SCHOOLS.

[As President Orton declines to furnish a copy of his paper for publication, we present the following abstract from the *Cincinnati Commercial*:]

The questions which your committee has instructed me to consider, are these: How far is it desirable and how far practicable to teach the elements of natural science in our common schools,—in the country schools that have no other name, and in the various grades of town and city schools that are known as intermediate and grammar-school department.

The common school is the one constant and characteristic feature of the American system of education. Whether the system rightfully includes anything else, is a question still under discussion. One other element has, I believe, taken a permanent place in it, viz: the high school.

Organized to meet the urgent needs of our most wakeful communities, doing the work for which it was devised thoroughly and well, supported now by a generation that it has helped to train, it will be found by all assailants to

"Sit on no precarious throne,
Nor borrow leave to be."

But the common school has long since passsed beyond question. It has come to seem almost a political necessity. Popular education is felt to be needful for the safe exercise of popular sovereignty.

The common school would have an honorable origin if it could be shown that it was founded to meet the demands of popular government. This is quite frequently asserted, but its case is even better than this. It has a nobler root than political necessity. It is coeval with our institutions, and is with them derived from that estimate of human nature which the settlers of New England brought to this country 250 years ago. In that estimate are several factors—the influences of our Teutonic blood, the Reformation, and the teachings of Jesus of Nazareth.

The common school qualifies men for free government, and this fact furnishes so good an argument for popular education that it is generally adopted. It is well, however, to remember that our schools and our state were both framed to meet the just demands of human nature. This question of origin bears upon office and scope. If schools are due to the needs of the state, they will have a certain form; but they will take another shape if they are based upon the character of man. If any doubt exists as to which view is to be seen in our schools, it can be settled by a brief examination.

What do we find in our common schools?

First and most important is the mastery of the printed page. The universal key to knowledge is put into the hands of every child. Writing and spelling accompany reading.

Arithmetic stands next in importance. An undue share of attention has been given to it thus far. Its practical value has commended it to our practical people, while teachers have been reconciled by finding in it so good a means of discipline.

The state could rest its claims with these branches. One who can read and write and cipher can meet the claims of the state. But our schools have not kept within these limits. They have been distinctly

liberalized within the last fifty years by the universal introduction of geography and grammar.

Geography is a composite branch, and represents the natural history sciences. It contains also some of the grandest deductions of astronomy. In teaching that the earth is round, it gives to the child an outlook into the universe of immeasurable value. It will soon add to its services by teaching another equally beautiful truth, viz: that the earth is old. But it becomes a very natural introduction to all the natural history sciences, while on another side it leads to history and civil polity.

English grammar is even less directly connected with the practical necessities of life than geography. It was probably designed to give the student a knowledge of his own language; but, in point of fact, our use of language is not made by grammatical rules, nor marred by a want of them. It rather depends on the practical training which home and society furnish to us. But under this guise, a measure of logical training has been brought into the common schools. It is the student's first lesson in abstract thought. The formal syllogism is easier than person and mood, and the relations of the elements of a sentence cost as much abstraction as the problems of metaphysics. Its real defense will be found in the fact that it trains the maturer minds of our schools for the study of mental and political philosophy.

As it now stands it commits the schools to a liberal rather than a barely practical course of study.

The American school is not then a fixed and rigid form, but is rather a growth, an evolution. It changes to meet the new wants of our society, and no man has a right to say just what limits it shall stay within. The question of its adjustment to present needs is always in order, and comes before us for a new solution. We have no new principle to discuss, however. The natural sciences, if they are needed, can enter through the same door by which geography and gammar have found entrance.

The training given in these schools has borne a certain relation to general culture hitherto. Is this proportion as worthy a one in our day as it has been in the past? Clearly not. The man who had learned what the common school could teach fifty or one hundred years ago was more nearly abreast of the intelligence of his age than a man would be who knows only the same elements now.

Wherein does the difference lie? It is not alone that "the thoughts of men are widened with the progress of the sun", but the last fifty years have given rise to modern science—the doings of which on the face of our planet could be read by eyes like our own from the moon. Equal changes have been wrought in the world of mind. A new intellectual continent has been discovered, and its wealth flows back to enrich the old world of thought and knowledge.

It is the diffusion of science among our people that makes an extension of our school course necessary. If the public school is to hold its own place, it must "enlarge the place of its tent."

The quality of the new knowledge furnishes even a stronger argu-

ment than its quantity. We find in it just what the mind requires for its training and furnishing.

Two great phases of natural science exist: the descriptive or natural history side, and the explanatory or physical side. The first requires for its study observation and comparison; the second disciplines and stimulates the judgment.

There is now substantial agreement among philosophers and educators as to the order of development of our human faculties. The perceptive powers are first to come into play. They are strong in infancy and childhood, as is shown in the curiosity of those years. It is with these faculties that the teacher must begin his work. The time—the only proper time—for training these faculties is in childhood. "If slighted once, the season fair can never be renewed." Not only do these faculties suffer from neglect at this time, but all subsequent work is affected by it in every other department of the mind.

The field in which these faculties must be trained is the world. But we reach in this way a demonstration of the necessity of introducing natural history into our primary education, for if you study and compare visible objects with which only the child is fitted to deal, you are already in that field.

The two realms of life, vegetable and animal, are especially fitted to be used in early education.

Such study insures a normal and harmonious development of our powers. It addresses the faculties in the order of their appearance, and by giving strength to the first, makes it easier to reach all the rest.

In itself, the training of the perceptive powers is a valuable object. Clear and accurate perception serve one well in every hour of life. Countless errors result from careless observation,—as many, perhaps, as from illogical reasoning.

The mental power of the child is increased by suitable mental food. Too often he asks for bread and receives a stone. The teacher may count on a hunger and thirst for natural knowledge as a part of the inheritance of every well-constituted child. The interest that is awakened here, flows over into other fields. How dreary and inane to many are the hours spent in school. Many a bright boy would learn in a month with pleasure and exhilaration even what he now labors through for a year, if only the spring of his mental life could be reached. The paradox is true, that more can be learned easier than less. By adding to the burden you lighten it. Natural history in schools would give better reading, better arithmetic, more geography, and more grammar.

This training enlarges the possibility of happiness to all who receive it. Have you thought how much the sum of human happiness is increased by the perception and love of natural beauty? John Ruskin has led many of us into a new earth and under new heavens, by teaching us to see the charms to be found in the common objects that surround us—in "the pomp of groves and garniture of fields." You are rendering a priceless service to any human being when you open his eyes to the glory of the world in which he lives. "We exaggerate", says Emerson, "the praises of local scenery. The meeting of the sky

and earth can be seen from the nearest hillock as well as from the top of the Alleghanies. The stars stoop down over the brownest and homeliest common with all the magnificence which they shed on the Campagna."

John Stuart Mill found permanent relief from the great depression that at one time settled down so heavily upon him, in the recognition of the beauty of natural scenery as interpreted by Wordsworth.

The second or explanatory side of natural science also deserves a place in our common school. It gives answer to the countless questions that throng in upon every active mind as it surveys the world in which it wakens to consciousness.

The remaining question to be discussed is this: Granting that these elements of science are desirable additions to our common-school course, is it practicable to introduce them there?

I answer, there is nothing in the character and purposes of our schools to exclude them, as has been already shown. If they constitute a valuable addition to our educational resources, they can be brought in as geography and grammar were brought into the schools fifty years ago.

There is nothing in the mental states or capacities of the scholars in our common schools to exclude them; but everything, on the other hand, to justify and render necessary their introduction.

The only real difficulty in the way is in the inadequate preparation of teachers. Trained themselves without this sort of study, they find it very hard to take up the teaching of natural history now. Less difficulty is found in elementary physics, but here, too, the difficulties are many and great. But they are not insurmountable. Year by year they will diminish, and then assuredly these branches will not only be found the easiest to teach in our curriculum, but they will be valued largely, because they make it so much easier to teach the branches that now occupy all the ground.

If you ask what branches is it practicable to introduce into our common schools, I answer: For the present, these three—botany, human physiology, and elementary physics. A still more engrossing interest attaches in the minds of children to the study of animal life than to vegetable life, but the former subject has not yet been reduced to a satisfactory order for this service. Its day will surely come.

The objections to such an enlargement of the course were briefly taken up—the want of time, the confusion of ideas from too great a variety of subjects, and the thinness or superficiality of the knowledge that could thus be imparted.

In conclusion, the place of the common school in American life was briefly dwelt upon.

DISCUSSION OF MR. ORTON'S PAPER.

The discussion was opened by John Bolton, of Cleveland, as follows:

What can I add to what has already been so well said on this important subject? The speaker has called our attention to the young

mind, to the order in which its faculties are developed. He has shown us the perfect adaptation of natural science to call out these powers in their natural order. He has shown us the value of observation in calling out the powers of comparison, in learning to discriminate properly between objects; the cultivation of a clear perception of differences and resemblances. If we look at a flock of sheep for the first time, all the sheep look alike; there is no difference between one sheep and another. The power of discriminating and comparing one sheep with another has not been cultivated. But the shepherd knows each sheep from its fellow.

I have often put to intelligent men this question: "How many butterflies do you suppose can be collected in your own neighborhood?" and the reply would be, "Well, perhaps ten or twelve." I have put a like question: "How many fresh water shells can be collected from your river?" and in nearly every case I found that the estimate fell far below the truth. Why was it? Because those persons have not been educated to notice the minute difference between objects in their immediate neighborhood. Introduce these subjects into our common schools, and you would see at once how the study of nature would widen.

But how should this be done? A teacher who had not studied botany, put a box in her schoolroom, and planted seeds in it, to have the pupils notice the growing plants. The attention of the children was frequently called to the differences in the growth of the plants. She never employed the scientific terms that might be applied, nor do I think that it is wise to do so with small children. What we want is to answer their inquiries. The first question of the child is not "Why?" but "What?" Present the fact and phenomenon clearly to the child's mind and let him observe that this plant comes up in one way, with two leaves, and let him observe that another set of plants comes up with but one leaf. Let him observe the difference between the plants.

All of you can remember that a few years ago there was nothing but reading and spelling in our primary departments, and there were objections to the introduction of object lessons, and even to the introduction of the elements of writing and drawing. But what primary teacher does not now see that her pupils progress just as well with this variety of subjects in the schools. What teacher that has pursued patiently these object lessons, has not found that the pupils go to their work with a better relish and with improved mental powers?

Why not introduce entomology in our country schools? I know that the great objection is the lack of training on the part of teachers in entomology. But why do not these teachers go about the work themselves? Why not capture a butterfly and put it upon a pin after killing it? Why not carry specimens of butterflies into the schoolroom, if for nothing else to decorate the room? I am satisfied that a collection of these specimens will in time create a love for this study, and lead to higher results. Why may not the teacher go out into his garden and take a caterpillar from some plant in it, and bring it into his schoolroom and put a sprig of the plant into a vial of water and cover it with a tumbler, or let one of the class do so, and leave the scholars to observe those

wonderful changes that take place in the insect world, and of which so many of us are totally ignorant to the latest periods of our lives? I would do so simply to stimulate curiosity, simply to stimulate to higher exertion on the part of the scholars themselves. To stimulate that curiosity would stimulate the action of the observing powers. To stimulate that curiosity in due proportion and in a proper way, is the most ready way to reach the faculties of the mind.

U. T. CURRAN, of Sandusky: All practical teachers ask, "How are we going to teach natural science in our schools?" They say, "We have to teach reading, spelling, etc., and we must make pupils write like copperplate; the American people demand it." I admit we must keep the children at writing until they acquire this mechanical art, but then I think that we can use these simple science lessons in our schools, for the purpose of teaching good spelling, good writing, and good expression. I think we can do more in this way to make good spellers and good writers, than we are doing at present. But how are we to teach these subjects? I think every one of us can do very well if we but take up any of these rocks or plants, and ask questions respecting them that will interest the children. But the common school teachers in this country will not teach these things unless they see that it will also teach the children to read, and write, and spell well. I have seen this done in the city of Toledo, and the work is well done. These very lessons in science are given for this very purpose. They accomplish two things: they teach the usual branches taught in the primary schools, and, at the same time, give an elementary knowledge of the sciences.

COL. D. F. DEWOLF, of Toledo: The most difficult matter we shall have to consider when we get home, is how to make use of the excellent suggestions in the paper just read. I feel almost like stopping right here to offer a resolution thanking the executive committee for furnishing us such a programme as they have done this year. [Laughter and applause.] How can we make this paper available in our schools? Of course, we must not neglect reading, writing, spelling, and all those common things. I have an old form of expression which my teachers here will recognize, viz: that whatever we have that is good, we must hold firmly with our hands, and whatever that is new we may wish to add, we must add with our hands clinched firmly on that which is good and permanent, only making additions of that which we know to be good, proper and right. How can we do this? Reading must be taught. I do not want to go before my teachers and say here is a method which we must use; let us all go to work and use it. If I have a single teacher who agrees with me on the propriety of teaching say botany or physiology, I say to her see what you can do to save time in the matter of reading or writing. If you can bring the class to the end of the year so that it can be examined, and show good results in reading as anybody else by other methods; if you can show as good results in reading through the teaching of the natural sciences, I think it will be accomplishing a good work, and I will give you a year to do it. Reading was taken up in our schools in this way, and near the end of the year the class thus taught was brought into comparison with the very best reading classes

we had in our schools. The teacher said she had not used the reading book one-tenth as much as usual, and yet her class of second year pupils read only second best to any class in the schools. Nearly nine-tenths of the time ordinarily spent in reading was given to natural history, and yet in reading the pupils came out as good, or nearly as good, as before. The drill in natural history enabled them to express their thoughts well. A great deal has been said about language lessons, and books are published showing us how to teach language lessons, and I can conceive of nothing in our schools of more importance. Our experiment of teaching language through lessons in natural science has, I think, been a success, and the result will warrant its extension over a much larger portion of the school. It would seem to be the very best possible way of teaching language, and it also teaches the natural sciences. I think that we have demonstrated that natural science and reading and writing can be well taught at the same time.

E. T. TAPPAN, of Gambier: We have all listened to the lecture by President Orton with a great deal of delight. President Orton said he had spoken as if it were a new subject, and it was such to me. I have heard a great many discourses upon this topic, and have made several myself, but it appeared to me that this was the first time that I heard one that was well worth listening to. [Applause.]

On motion of President Tappan, President Orton's address was referred to the committee on resolutions.

After a recess of five minutes, the annual address was delivered on the subject—

THE PERILS WHICH THREATEN OUR PUBLIC SCHOOLS.

BY W. H. JEFFERS, D.D., OF CLEVELAND.

In presenting a few thoughts on the subject which has been announced, and for which I am indebted to a suggestion of your committee,-it is not my intention, of course, to enter the arena of party politics. Neither is it my purpose to enter as a polemic the lists of theological or sectarian controversy. The topic will be considered, as you have a right to expect, with single reference to the educational interests of our country,—interests which we all recognize as vital to our social and national well-being.

The common school system, as it exists in Ohio and sister states, is the growth of centuries. Like many other institutions which bless this favored land of ours, it has been developing gradually and progressively through successive generations. It would be a grave mistake to suppose that it sprang in full panoply, Minerva-like, from a single brain, or that the collective wisdom of a single house of legislators called into being and gave it at once its present form and maturity. It is not to be credited except in part to this progressive 19th century. We are not to claim it, except in some of its less important features, as the production of American genius. The system is strictly a growth. The germ was

no doubt furnished in that diviuely-communicated system of truth, the distinguishing characteristic of which is "good will to men." The most marked period of its quickening and unfolding was that of the great awakening of mind with which Europe was blessed in the 15th and 16th centuries. The earliest maturity of the system was attained in Germany, the cradle of the Reformation; in Scotland, through the influences of John Knox and his sturdy co-laborers in church and state; and in New England, among those who laid so wisely the broad foundations of our free institutions. In every age since it has been undergoing modification and improvement as varying circumstances and enlarged experience have, from time to time, suggested; and thus we have it in its present form one of the noblest features, as we believe, of our free government, and one the fairest fruits of our christian civilization.

We do not indeed claim perfection for the system as it exists in our own and other states. Doubtless it admits of improvement in various particulars,—enlargement, perhaps, in some directions, and retrenchment or repression in others. As it has been a growth in the past, we may expect development in the future. Yet we can not but feel that its present features are such as to authorize, in the main, all the satisfaction and pride with which we have been accustomed to regard it, and all the admiration, too, which it has elicited from those of other lands who have come to examine its workings. Contemplate the spirit of philanthropy which underlies the whole structure. View the system as an expression of the interest which the state feels in the welfare of all the citizens. There is something noble, as we all recognize, in the benevolence of the *individual*, who, looking beyond his own immediate circle, seeks to extend that comprehensive blessing, the means of intellectual and moral culture, to all classes of the community in which he dwells. In *state* education we have this benevolence become general and prevailing. We have the spirit of philanthropy influencing the citizens at large, and that with sufficient power to control the legislation, shape the policy, and wield the resources of the entire commonwealth for the accomplishment of its beneficent ends. Have we not in this a spectacle of moral grandeur which may well excite our admiration? The spirit of charity in the individual we all recognize as beautiful. When this spirit controls, in a measure, the entire state, and exerts its benign influence on a scale so extensive and grand as in the provision made among us for universal education, does it not rise into the sphere of the sublime?

Contemplate the *fruits* of which this system has been all along productive. It is some years indeed since a certain archbishop saw his way clear to pronounce the common schools a manifest failure; and during the past year bishops and priests have in scores of instances, as you are all aware, reiterated the same judgment. The common-school system has proved a *failure!* Observe the evidence of failure—in the light of intelligence which has overspread our entire land, as far as these schools have been established,—in the extent to which that knowledge which is power, has been put in possession of the great mass of our population,—the degree in which alike in city and in country, in homes of wealth

and the humble dwellings of poverty, the minds of the young have been enriched with that which is better and nobler than any material treasure, the ability to read and think and improve at will the exalted powers with which God has endowed them. This may seem failure to those who find their model state of society in the Italy and Mexico of the past, or the Spain and Portugal of the present, but those who regard intelligence as safe for the people, and the elevation of the masses as consistent with the interests of both church and state, must consider these results of the system rather as a *success* of a very high order. By these fruits we are quite willing to have men judge of the tree.

And what shall we say of our school system as a support for the form of government under which we live? Without the common schools of New England, our Republic, at least in its present form, would never have had an existence. It was popular education that laid its corner-stone. It was this that gave shape and proportion to the entire structure. Our free institutions, molded into form as they were of necessity by the popular will, are a standing monument to the intelligence which pervaded the colonies at the time our government was founded. The difference between this North American Republic and a South American Republic is largely owing to the influence of the popular school—and that which founded and reared must, of course, support. Republican institutions and popular intelligence must, from the nature of the case, stand or fall together. Connected with education we must have morality and religion, indeed, in order to the stability of our government, moral principle, faith in God; but education, intelligence is fundamental. Without light the physical universe would sink into chaos again; and just as certainly without intelligence on the part of our citizens, the whole structure of our free government with all that we hold dear in our civilization, must fall into utter wreck and ruin.

Every blow, then, which is struck at our schools, the great agency by which the light of intelligence is disseminated, is a blow struck at the very foundation of our Republican institutions. Every movement looking to the overthrow of our present educational system, with a view to the substitution of a sectarian, and consequently partial and ineffective system in its place, we must regard not merely as an effort to efface from our state legislation one of its most distinctively christian features, not merely as an attempt to dry up a fountain from which have issued streams that have gladdened all our land in the past, but as an assault, whether intentional or otherwise, upon the very life of our free government.

Let us now come to the inquiry which specially concerns our present purpose. Are our common schools in danger? Is our system of public education, suggested, as we believe, by that gospel to which we owe all that is excellent in our civilization, molded by the wisdom and experience of successive generations, a source of untold good to the entire body of our citizens, a support to our government, a safeguard to all that we hold dear in our civil institutions—is this in serious danger? Is it destined to stand in the future as it has stood in the past, as a tree of life in the midst of the garden of our political heritage, or may the ax

ere long be laid at its root? Is the future of education to be one of progress and prosperity, or one of retrogression and decline until the masses in America shall be consigned to ignorance, and the light of our Republic to baleful eclipse?

It is not as an alarmist that I raise this question. I am not here to utter gloomy and despondent forebodings. We have too much faith in our nation's mission and destiny to believe that any such calamity is to befall us as the overthrow of our educational system. Yet as eternal vigilance is the price of liberty, so is it of that which is essential to liberty, free education. And it would be extreme folly in us to allow any feeling of confidence in our future to lull us into indifference to the efforts of those who are seeking either by direct assault or by sapping and mining to destroy this foundation of our free institutions. Of course I refer mainly to the deeply-rooted hostility of the Roman Catholic priesthood and those under their control to our entire school system. It is becoming more and more apparent every year that the policy of the Church of Rome is one of persevering and determined aggression upon this feature of our American institutions, and that all available means are to be employed first to modify, and ultimately to overthrow, our system of state education. Their hope of achieving this result, while quite in the minority, supposes a measure of indifference to their schemes, if not of active cöoperation with them, on the part of large numbers outside their own ecclesiastical party. Does such indifference exist?

We need not disguise the fact that there are in our country thousands and tens of thousands who are not thoroughly alive to the value of our public schools. In the first place there are those, mostly of foreign birth, whose children are left to grow up without school training because untaught themselves to appreciate its worth. There may be some here to whom it seems incredible that such a class can be numerous in the midst of a civilization such as ours. Prof. Monroe can tell us, however, on the authority of figures which will not lie, as he manipulates them, that in our more populous cities a large and increasing number of children thus are neglected. Instead of being at their places in the schoolroom, many are subjected to the confinement of the factory for the sake of the pittance that their labor will command, and still more abandoned recklessly to the demoralizing influences of the street. We may certainly infer that the fathers of these children, whose votes are just as potent in their influence on the government as those of the teachers before me, and their mothers, whose votes perhaps soon will be, (who can tell?) are not in lively sympathy with our educational system, and will not be strenuous in its support.

At the other extreme of society there are not a few who think it best to guard their well-bred children from association with those of ruder manners and coarser attire by putting them in select schools. No one questions their *right* to pursue this course if they think it desirable. Yet it is scarcely possible for persons who receive no direct benefit from the system, to feel that warm interest in it and zeal for its preservation which those will cherish who are immediate sharers of its advantages.

More than this, such apparent want of confidence and withdrawal of moral support on the part of the wealthy and influential, can not but prove in greater or less degree damaging to the cause. Then between these two extremes we have those who are unable to realize the value of that which they have never lacked. Just as we forget to be grateful for the free air, which supports us with its life-giving qualities every moment, and for the sunlight, which beautifies and brightens all nature around us, men fail to appreciate the educational influences with which they have been constantly surrounded. The schoolroom door was open to them as soon as they were able to enter. Free education has been shedding its genial light and diffusing its vital atmosphere throughout the community all their days. They have never sojourned in southern Italy, or Spain, or Egypt; they have never spent a winter in Mexico, or in some of the more destitute portions of our own South. They know nothing from their own observations of the pitiable state of society which prevails where no adequate provision has been made for popular education. Hence they are not so readily aroused to the defense of that of which they have no adequate appreciation.

There need be no question, much as we may regret the fact, that from these and similar causes a large amount of indifference exists in the community in regard to the interests of public education. There are many in all circles of society who are not duly alive to the importance of the issue we are called to meet. And it is the hope, unfounded no doubt, but fondly cherished, that a sufficient portion of our citizens will continue to slumber, and that others may be lured by one appliance or another into cōoperation—it is this hope that has encouraged the active and subtle minority to make their attack. Perhaps when the nature and purpose of this aggressive policy dawns upon the minds of our less apprehensive fellow-citizens a little more fully, there will be such an awakening to the defense of that which is threatened as will startle those who now talk with so much spirit of demanding a reconstruction of our educational system at the polls. And let me say here, though it is somewhat aside from my purpose, that if there result such an arousing of attention to the merits of the system as will tend to a more general and enthusiastic appreciation of its worth, and such a turning of public thought to its defects as will lead to its being put upon a basis of still greater efficiency than heretofore, so that all the neglected children of our land shall enjoy its privileges and benefits, influences *powerfully persuasive*, if not *compulsory*, being brought to bear upon their parents to this end—if such be the result we shall have no need to regret the agitation. And it will not be the first time that a brisk gale of opposition, even though factious and unreasonable, has served most valuable ends, strengthening and solidifying that which it was intended to overthrow.

A further ground of confidence with those who have arrayed themselves in opposition to our public schools, is the conviction that they hold the balance of power between our two great political parties. Owing to causes which some of you understand perfectly, we are likely to have in the future, as we have had in the past, two great parties nearly

equal in strength, and engaged from time to time in zealous and heated contest for the control of our government. Let there be a third party, even comparatively feeble in numbers, but so compacted by a common interest and subjected to the control of a leading mind that it can be thrown at will into either scale of the wavering balance, and it at once rises into an importance quite out of proportion to its actual strength. We are awaking to the fact that we have such a political element to deal with in this State and throughout our country, a *church* party, bound together by stronger than mere political ties, kept under control as far as necessary by the rod of ecclesiastical discipline and the prospect of purgatorial fires, and held ready to drop into either scale as its special policy may be indorsed in greater or less degree by one or other of the parties. It would be unjust, we believe, to many of our fellow-citizens of the Catholic faith, to include them in this ecclesiastico-political organization. Doubtless there are those among them who decline to consult their father-confessor or even their archbishop as to the party they shall support and the votes they shall cast. But, as all present are aware, there is a sufficient number who have merged their individuality into the church party, and sufficient disciplinary force is employed in controlling them, and sufficient skill in disposing of their votes to the best advantage, to make them a really influential and formidable element in our political contests. "What concessions are you willing to make if we will help you to elect your ticket?" is likely to be a question even more familiar in the future that it has been in the past. Doubtless there is a limit in the matter of concessions by either party. Party leaders, even if themselves unscrupulous, know that there is for them a *dead-line* which it is not safe to overstep. Yet let us not underestimate the influence to be apprehended from this source on policies, platforms, and nominations. A minority, by no means inconsiderable in its present strength, controlled by measures spiritual as well as temporal, kept carefully poised and ready to be swung with pendulum facility to right or left, as the occasion may demand, its numbers receiving constant accession through arrivals from other shores and quick naturalization, and having, as they are taught to believe, a great work to perform in this land of religious and political heresy, is a power that no thoughtful mind can fail to regard as formidable. Its numerical strength, though considerable and likely to increase with the tide of immigration, is no proper index of the power it is capable of wielding. The friends of our American civilization will find it necessary to exercise unceasing vigilance if they would guard against its encroachments.

That the attack of this faction upon our school system is to be determined and persistent, is sufficiently evident. It was intimated a few moments ago, that its entire overthrow is that which is contemplated, and that nothing less than this will satisfy the leaders of the movement. No one need doubt for a moment that their purpose is thus thorough and inclusive. There are those, I am aware, who fondly dream that certain concessions, which will still leave our educational system intact in the main, will satisfy their demand—a grave mistake, and one that is wholly gratuitous. The American theory of education is in their

judgment utterly heretical. "The entire organization of common schools in this country", wrote Archbishop Spalding years ago, "is based upon erroneous principles." "There is something radically wrong in the whole system." And this sentiment has been avowed and reiterated and emphasized, often in language strikingly energetic, by almost every American bishop of the church of Rome. Pastoral letters have been full of denunciation of the common schools. Review articles have argued with great elaboration against the whole theory on which the system rests. Addresses have waxed sonorous and vehement in characterizing the tyranny and injustice of our school legislation. There is no need of my detaining you with citations. Specimens of this literature are sufficiently abundant and accessible. And they simply reflect the doctrine which was formally promulgated from Rome in the year 1864 in the well-known Syllabus of Errors, every utterance of which must now be accepted by all worthy sons of the church as infallible. Prominent among the heresies that are there stigmatized, is the error that *any method of instructing youth, which is wholly secular, can be approved.* This is one of the heresies which are to be held, according to the vigorous language of the Encyclical Letter, as "reprobatas, proscriptas atque damnatas omnino" by all children of the Catholic church.

The American clergy of the church accordingly have no choice left them. Their policy is fixed, their line of work assigned, their utterances and their belief on this subject prescribed. They have their law and their testimony, to which they must scrupulously adhere. And it would be unfaithfulness to that power to whom they feel that their highest allegiance is due, for them *not* to wield all the influence they can command for the overthrow of that system of education which is "freed from all ecclesistical authority, government, and interference." (Syll. 47.)

And this, beyond question, is the meaning of their present demand, the division of the school fund, the appropriation by the state of such amounts as are necessary to support their parochial or sectarian schools. They would be satisfied with some such adjustment as this, they think. And well they might; for, as every thoughtful mind must perceive, such a measure would secure the full accomplishment of their purpose, and that at no distant day. Such a pathway to the great end they have in view,—the destruction of the system,—would be by no means circuitous. Let them have the keystone to our arch, and they will be satisfied. They will not ask the removal of another stone from the structure. They do not like its style of architecture, but it may stand after that if thought best. Let Shylock have his pound of flesh, and let it be taken from the heart according to his bond, and his victim may live after that just as long as his somewhat reduced circumstances will admit. Dr. Kinsman told us yesterday that we are becoming a near-sighted nation. Let us hope that we are not so purblind yet, that we are not able to see through such a device.

Ladies and Gentlemen, against this and all other assaults at whatever point aimed, and however disguised and insidious, our system of public education must be defended. The increasing millions of our land must not be left to a partial and inadequate provision for their intellectual and

moral culture. The alarming total of illiteracy which our last census reveals, partly borne to our shores from other lands, and partly grown on our own soil,—not exclusively, we regret to say, in the South either,—so far from being permitted to attain still greater proportion, must be reduced with all possible rapidity. Our educational machinery, instead of being subjected to the destructive tinkering of would-be engineers, who get their instructions as well as their berrettas and other high-colored adornments from beyond the Alps, must be kept in the highest possible degree of efficiency. Instruction in all that is fundamental to an English education must become, as far as possible, the heritage of every one born upon our soil. And let me say further, in harmony with sentiments uttered again and again in this meeting, that the training of the conscience and the education of the heart, as far as these are essential to good citizenship, must not be abandoned at the cry of those who would be glad to have our schools godless and immoral, in order that they may be the better able to denounce them as such. Careful instruction in the grounds of moral obligation, with all that this necessarily involves, is not sectarianism. The inculcation of moral duties, such as truthfulness, honesty, temperance, purity, kindness, is not proselytism. In a word, our school system must be made to subserve, in all sections of our land, the grand purpose for which it was called into being, enlightening, moralizing, elevating, and ennobling the whole body of our citizens. The interests of society demand this. The well-being and prosperity of our nation demand it. The cause of liberty demands it. The cause of uncorrupted religion demands it. And we shall have it. When our citizens get thoroughly alive to the interests at stake, as they yet will become, our educational system, with such improvements as wisdom and experience may suggest, will be defended and maintained as our flag was defended and our union maintained. And woe to that party, foreign or native, ecclesiastical or political, that may attempt to trail our standard of free education in the dust.

On motion, the address was referred to the committee on resolutions.

The National Government and Education.

The committee on resolutions reported through its chairman the following resolutions, offered yesterday by Mr. White:

Resolved, That the work already done by the National Bureau of Education is a complete vindication of the wisdom of its establishment, and we believe it to be the duty of Congress to increase the usefulness of the Bureau by providing ampler facilities for the prosecution of the great work of collecting and disseminating important educational information.

Resolved, That we believe it to be the duty of the National Government to give such pecuniary aid as, with the proper coöperation of the several states and territories, may be necessary to secure to each an efficient system of public instruction; and that this pecuniary assistance may and should be so given as neither to control nor authoritatively to interfere with the local management and direction of the school systems of the several states.

W. S. FURAY, of the *Cincinnati Gazette*, was in favor of the first resolution, but opposed the second, believing it to be bad policy and contrary to the desire of the Southern States. He thought the schools there should be an outgrowth of a felt want, just as in other sections of our country. He objected to forcing any system of instruction upon any section of the country.

E. T. TAPPAN, of Gambier, desired the passage of the resolutions on the ground that the South needed help, and that the resolution did not force anything upon them, but simply assisted them when they desire help. He believed in showing to the South that we were their brothers, and that all differences were forgotten; and he knew of no better way of showing this than by assisting them to furnish to the people a good free education. [Applause.]

E. E. WHITE, of Columbus, was surprised that the word "forceing" had been used in connection with these resolutions. There is no such idea in them. They simply propose to render the Southern States needed aid in the work of establishing systems of public schools. Had the National Government adopted this policy at the close of the war, efficient school systems would now be in operation in all the states, and the present spirit of alienation would not exist. The idea of coercing states in education was entirely contrary to our American policy; but assistance has been the policy of the government from the beginning. All the great school systems of these Western States had their foundation in government help. He asked for the South only what these states had received. The time has come when the nation needed intelligence throughout its whole domain. He had faith in the Southern people, and he did not doubt but that in time they would establish school systems, but what is needed is the education of the present generation. The nation can not afford to wait. He was in favor of extending help when it is needed. He believed the schoolmaster to be a better agent for cementing the Union than the soldier. [Applause.]

MR. FURAY was afraid the resolution was urged on the ground of sympathy. He knew the South would regard such an offer of help as an insult, and he moved to insert, "To such states as may desire it." His experience in the South had taught him that they did not wish any help.

MR. WHITE thought the amendment was really included in the word "cöoperation." His experience in the South did not agree with that of Mr. Furay. He had found a different feeling, and the policy embodied in the resolutions has been heartily indorsed and advocated by the state school officers and leading friends of education in the South. He believed that when a proposition of this kind was before Congress, it was advocated and voted for by southern as well as northern men. He said that he should be pleased to have the opinion of Hon. James Monroe on this point.

MR. MONROE stated that he believed that Mr. White was correct. There was a general feeling in the last Congress in favor of some such measure. There was a difference of opinion respecting the best manner of aiding these states in organizing school systems. The proposition which received most favor, was to grant aid, when asked for, to any state in proportion to the number of illiterate persons, the number to be properly certified to, and assurances to be given that a system of free schools should be established.

Mr. Furay's amendment was not agreed to. The resolutions as reported were then passed with but one or two dissenting votes.

An invitation was received from the State Teachers' Association of Kentucky, through its president, inviting the members of the Ohio Teachers' Association to attend their annual meeting. On motion of W. D. Henkle, the thanks of the Association were returned to the Teachers' Association of Kentucky, and the invitation accepted individually, so far as possible.

AFTERNOON SESSION.

The session being called to order at the proper time, the chairman of the committee on place of meeting reported in favor of holding the next annual meeting at Put-in-Bay. The report was adopted, and on motion it was ordered that the executive committee be instructed to arrange for the annual summer session.

On motion of Alexander Forbes, of Cleveland, the regular order of business was suspended, and the election of officers for the ensuing year was taken up. The chairman of the committee reported the following nominations, and the report was adopted:

For President—Samuel Findley, of Akron.

Vice Presidents—L. W. Day, of Cleveland; M. R. Andrews, of Steubenville; Mrs. Cuscaden, of Hiram; L. L. Campbell, of Niles, and A. T. Wiles, of Zanesville.

Recording Secretary—W. W. Ross, of Fremont.

Treasurer—M. C. Stevens, of Salem.

Executive Committee—E. H. Cook, of Columbus, and E. E. Spalding, of Gallipolis, for three years; J. F. Lukens, of Portsmouth, to fill the unexpired term of Samuel Findley, resigned.

Committee on Teachers—J. M. Clemens, of Painesville; L. M. Knight, of Madisonville; J. C. Barney, of Warren.

THE CENTENNIAL EXPOSITION.

The following report on the Centennial was presented by Mr. A. T. Wiles, chairman of the committee:

The committee appointed by the State School Commissioner, in accordance with a resolution adopted by the late meeting of the executive committees of the Ohio College and the Ohio Teachers' Associations, to report to this Association plans and suggestions for the proper presentation of the educational interests of the state at the coming centennial exposition, beg leave to submit the following:

I. That the proper representation of the educational interests of the state at the centennial should embrace—

1. A complete historical record of educational effort and progress in the state, including a general history of school legislation and progress, local histories of the rise and development of the graded school systems of the cities and towns of the state, and historical sketches of the colleges and other higher institutions of learning.
2. Graphic illustrations of school statistics and progress.
3. Exhibitions of school work, including drawing and penmanship, and examination papers in the following branches: Arithmetic, English Grammar, English Composition, Geography, Natural Science, Music, and High School branches.
4. Models of school buildings, representing the primitive country school house, the most approved country school house of the present day, the city graded school house and the college building.

II. For the purpose of carrying out the plan of representation here submitted, the committee would recommend that the Association take the following action:

1. That, for the preparation of the historical record, one or more competent persons be selected by a committee appointed for that purpose, of which committee the State Commissioner shall be *ex-officio* chairman, and employed by the Association to take charge of this work under the general direction of said committee. That the superintendent, college representatives and others preparing local histories, forward the same to the persons so selected for compilation.
2. That the preparation of the graphic illustrations be made under the direct supervision of the State School Commissioner.
3. That the examination papers be the actual, unassisted and uncorrected work of the pupils—the grades being designated by the number of the school year in which the work is done, and every member of

each class being represented. That each set of papers be accompanied by the certificate of the superintendent or principal as to the fact that the papers have been prepared in accordance with these conditions and the rules prescribed by the proper committee. That a committee be appointed by the State Commissioner, with himself as chairman, to make rules for the preparation of the examination papers, and to receive and approve the same.

4. That the secretary of this Association be authorized to draw upon its treasurer the amount of $200 for the purpose of defraying the immediate expenses connected with the preparation of the graphic illustrations.

5. That this Association ask, through the State School Commissioner, that the State Legislature appropriate the sum of $1,000 for the purpose of defraying the expenses of the presentation of the educational interests of the state at the centennial.

III. The committee also recommend the adoption of the following resolutions:

1. *Resolved*, That this Association approve the action of the meeting called by the State Commissioner in asking the State Centennial Board "to appoint a suitable person as commissioner of education, to attend the exposition and take charge of all educational interests in connection therewith."

2. *Resolved*, That we respectfully request the National Commissioner of Education to invite each of the other states to appoint a commissioner for the same purpose, said commissioners to form a National Commission, whose business it shall be to examine and report upon the Department of Education represented in the exposition.

3. *Resolved*, That the Technical and Professional Schools, and the Benevolent Institutions of the state in their educational aspects, be invited to cooperate with us in this exhibition.

4. *Resolved*, That publishers of school books, and manufacturers of school apparatus and furniture, be requested to present specimens of their publications and work for exhibition, and that authors of school books, not published in the state, be also requested to furnish copies of said books for the same purpose.

A. T. Wiles, E. E. White,
John Hancock, T. C. Mendenhall,
H. A. Thompson, *Committee.*

Hon. T. W. Harvey moved that the report of the committee be received and adopted, and that the committee, whose report has been just presented, be continued, with the State Commissioner as *ex-officio* chairman, for the purposes contemplated by said report. The motion carried.

On motion, the State Commissioner of Common Schools was authorized to appoint a committee, with himself as chairman, to take charge of that portion of the preparation for the exposition, relating to school work. The commissioner appointed the following persons members of the committee: A. J. Rickoff, of Cleveland, President W. H. Scott, of Athens, R. W. Stevenson, of Columbus, W. W. Ross, of Fremont, and G. N. Carnahan, of Cincinnati.

The committee on resolutions reported the following resolutions, which were adopted:

Resolved, That we recognize the great importance of work in the direction indicated in the paper of President Orton upon instruction in natural science in common schools, and we ask the especial attention of teachers in the common schools to the value, conditions, and possibilities of success as indicated therein.

Resolved, By the Ohio Teachers' Association, that we are in favor of such a system of public schools as shall give a free, impartial and unsectarian education to every child in the state, and that we believe that any division of the public school fund, that places any portion thereof under the exclusive or partial control of a religious organization or other private body, would be alike injurious to true religion and to wise education.

Mr. Findley, chairman of the executive committee, stated that the committee had received and considered a communication from Mr. White respecting his contract with the Association, and that the committee unanimously recommended the adoption of the following resolution by the Association:

Resolved, That the publisher of the OHIO EDUCATIONAL MONTHLY is hereby released from so much of his contract with the Ohio Teachers' Association as requires the payment to the Association of ten per cent of the receipts from subscriptions in excess of $2,250, this release to take effect from and after January 1st, 1875; but this change in the contract shall not impair the obligation of the said publisher to continue to publish within the state a journal devoted to the cause of public education, nor does it impair the obligation of the members of this Association to give said journal their support so long as it remains a worthy exponent of the educational interest of Ohio.

The resolution was unanimously adopted.

Hon. T. W. HARVEY, of Painesville, then read the following

SKETCH OF THE LIFE AND LABOR OF DR. ASA D. LORD.

Dr. Asa D. Lord, the subject of this brief sketch, was born on the 17th of June, 1816, in Madrid, St. Lawrence county, N. Y. The death of his father, a farmer in moderate circumstances, occurred before he was two years of age. His mother was gifted with rare qualities both of head and heart. She was a teacher for seventeen years. From her Dr. Lord inherited a taste for study and a love for teaching. He lived and worked upon the farm faithfully and diligently until he was about sixteen years old, attending the district school in the winter. Like most of the successful teachers of the day, he began his professional career as a common school teacher. He taught his first school the winter he was seventeen. He finished the course of study pursued in the Academy at Potsdam, N. Y., then under the care of Rev. Asa Brainard, and began teaching a private school in Willoughby, Ohio, in the fall of 1837. In September, 1838, he was examined and admitted to the Sophomore class in the Western Reserve College, and in the following spring was chosen principal of the Western Reserve Teachers' Seminary at Kirtland, which position he filled with marked ability and success for eight years. In fact, it was his untiring energy and professional enthusiasm that made this institution what it then was. In establishing it, he met with many hindrances and discouragements; but it was

a rule of his life to persist in any undertaking in which he might engage, and to achieve success by dint of unwearied, hopeful endeavor. His efforts were not fruitless. The graduates and undergraduates from the institution were sought for and employed as teachers in the better class of schools in Northern Ohio, and many found homes and fields wherein to labor elsewhere. They may now be found occupying honorable and responsible positions in all the states of the great Northwest.

In 1843, at the close of the fall term of the Seminary, the regular class exercises were dispensed with, and for a week the pupils present and teachers from the vicinity held, what has since been called, a session of a teachers' institute. It was an experiment. The exercises were novel and interesting, however, and the session was a success. It is claimed that this was the first session of a teachers' institute held in the state. It was not held under the auspices of any association; it was not sustained by public funds; it was a prophesy with respect to the future, rather than a matured plan to meet a present want—an indication of the projector's opinion of what would soon be a popular means for professional training.

In 1847, Dr. Lord was appointed Superintendent of the public schools of Columbus. He removed to that city and inaugurated the system of graded schools there. Under his administration they soon became very popular; the leading citizens—among whom were many not heartily in sympathy with the advocates of popular education—gradually withdrawing their patronage from private schools and sending their children to the schools under his charge. The Board of Education set aside $500 for his salary—the Hon. John W. Andrews contributed $100—this was the compensation received for his first year's work. He felt the necessity for a High School. The Board approved of his plan for its establishment. A room in one of the public school buildings was set apart for its accommodation—such pupils as were thought qualified were transferred to this room and formed into a class. There was no provision made for an assistant. Dr. Lord taught the class in the forenoon, and Mrs. Lord in the afternoon, thereby giving her husband time to attend to the pressing duties of a superintendent.

At different periods, while Superintendent of the Columbus schools, he edited the Ohio School Journal, the Public School Advocate, and the the Ohio Journal of Education which was established by the Ohio Teachers' Association in 1852, with Dr. Lord as editor. Its name was changed in 1860 to the Ohio Educational Monthly, but it has continued to be the organ of this Association, and has always taken rank as one of the ablest educational publications in the country.

In 1854, Dr. Lord was agent for this Association, succeeding Lorin Andrews, who had been elected President of Kenyon College. His nominal salary was $1,500 per annum, he defraying his own expenses. He occupied this position one year, and then resumed his labors as Superintendent of schools at Columbus.

Dr. Lord's connection with the public schools ceased in 1856, when he was appointed Superintendent of the Ohio Institution for the Blind. He entered upon the discharge of the duties of his new position with

his accustomed zeal and energy, bringing to the work the results of long and successful experience in teaching schools of all grades. He believed in culture—he also believed that it should not be withheld from any who bore the image of God. He could find no place for drones in the social hive. In his judgment, work ought to be employed as an educational force, but always in connection, in harmonious union, with other forces. The so-called "practical" man said, "Teach the blind to do something—to earn their own living—anything beyond that is useless to them and the world." The sentimental theorist said, "Develop the minds of the sightless; lead them out of darkness in which they dwell, into the clear, bright sunshine of moral and spiritual light; care for them tenderly; try to make them happy, rather than to train them to be useful." Dr. Lord did not adopt either of these views. In his course of scholastic instruction he provided for the most thorough moral and intellectual culture, not neglecting such religious training as was admissible in an institution sustained by state patronage; but, ignoring the clamor for culture of head and heart alone, he taught his pupils how to work as well as how to study. They left the institution trained in such studies and accomplishments as the blind can pursue and acquire, and trained in such handicrafts as would enable them to become useful, in a pecuniary way, to themselves and their friends. The institution was an acknowledged power of good. The opposition of worshipers at the shrine of political economy gone to seed had ceased, a building magnificent in proportions was in process of erection in which he would have ample room to utilize all the means available for the successful prosecution of his labors, when, in 1868, he was called to take charge of the New York Institution for the Blind at Batavia. The Trustees of the Ohio Institution offered him a larger salary than he could expect to receive elsewhere; but he felt that his work as an organizer of agencies to produce a specific, useful result, was done in Ohio—that he could leave in charge of the institution whose management he had systematized, those able to carry out his plans and complete the work begun. He went where duty seemed to call him. In six years he made the New York Institution second to none in the country, and was called away to a higher world and a higher life when honors were falling thick upon him, and when whim and prejudice had ceased to disturb, annoy, or perplex.

It is fitting that in this connection I should quote the language of one of his pupils, once an inmate of the Ohio Institution for the Blind, now the talented editor of the Youngstown Daily Register and Tribune. He says, in speaking of Dr. Lord's assumption of the duties of Superintendent of the Ohio Institution:

"He came to this field of usefulness, not with those sentiments of fruitless philanthropy which had made these institutions for the blind, both in this and the old country, asylums for refuge instead of schools for instruction, but with as warm and sympathetic a heart as ever beat, and, what was much more, in its ability to confer a practical benefit, a large experience as an educator. He began a revolution in the education of the blind destined to be pushed forward with the impulse he had given it, which substitutes, in the work of these institutions, prac-

tical good for sentimental gush, a useful knowledge for ignorance thinly veiled with shame."

The estimation in which Dr. Lord was held by those with whom he was most intimately associated, is best shown by the following resolutions adopted by the board of Trustees of the New York Institution for the Blind at their meeting a few days after his death :

"*Resolved*, That this Board receive with heartfelt sorrow the intelligence of the death of Dr. Lord. . . . . We feel that his loss is irreparable, and while we bow in reverence to the mysterious providence which has taken him from our midst, still, as members of this Board, we can but entertain the thought, that in his death a great calamity has befallen the Institution over which he has presided since its inception.

"*Resolved*, That while by the purity of his private character, his unimpeachable integrity, his most kind and generous nature, he has enshrined himself in the affections of all with whom he was brought in contact, he has at the same time, as the head of this Institution during the past seven years, manifested in the highest degree his peculiar fitness for the position. His unswerving devotion to his work, his sure hope as to its ultimate result, his patient endurance of daily trials, his kindness, his charity and spirit of conciliation, exhibit to us a man whom we can best honor by striving to follow his example."

At a meeting of this Board early in June last, Mrs. Lord was elected Superintendent of the Institution for the coming year—the first of her sex, it is believed, that has ever been called to fill a similar position. In the minds of all who know Mrs. Lord, there is not the shadow of a doubt with regard to her ability to complete and perfect the plans of her lamented husband.

Dr. Lord was always a student. He believed that a teacher should be something more, if not something better, than a mere schoolmaster. How often and how earnestly have I heard him exhort his pupils not to rest satisfied with those meagre acquirements which the public generally consider sufficient for one who follows the business of teaching, especially in country districts. He loved knowledge for its own sake ; but he loved it the more because he knew that quite frequently the power its possession confers, is the measure of a man's usefulness. His own experience taught him that he who would teach others successfully, must have a mind richly stored with the priceless gems of wisdom. Many cares and duties crowded upon him while he was principal of the Western Reserve Teachers' Seminary ; but notwithstanding their pressure, he found time to study medicine, and to attend lectures at the Willoughby Medical College, from which he received a diploma. It was never his intention to be a practicing physician: he wanted to know more than most of us are satisfied with knowing about the body in which the soul finds a temporary dwelling, and with resolute purpose he set himself at work to acquire that knowledge.

Following the promptings of his spiritual longings, he pursued the study of systematic theology while in Columbus, and in 1863, after a very satisfactory examination, was licensed to preach by the Presbytery of Franklin. He occasionally occupied the pulpits of clergymen in Columbus and elsewhere, and always with acceptance ; but I am assured that he never intended to leave his chosen profession. His purpose

was to live a useful life—the most useful he could make it—and he did so, being at the same time the teacher, the physician, the pastor of the unfortunate class under his charge, and he brought to the performance of these duties the results of intelligent study pursued with conscientious purpose.

It would be well for our profession if more of us followed his example. In that case, fewer would be harassed and weighed down night and day by depressing anxieties for the future. As a class, we would be less dependent upon popular favor for a livelihood than we now are. When thrown out of employment through the captious fault-finding of dissatisfied and sometimes unreasonable patrons, or left high and dry on barren sands by the "tidal wave" of some political revolution, we could win our bread in the practice of some other honorable profession or in the pursuit of some other remunerative calling.

Although he was an earnest as well as eloquent advocate of method in teaching, Dr. Lord was not an unquestioning adherent to any particular pedagogical school. In the Seminary, he told us how he would teach the branches attempted to be taught in the schools, how he would begin and perfect the work of organization and classification, and what general rules he would follow in school management; but he did not regard this as his whole duty, for he persistently urged upon us the importance of our putting our own selves into the work. This catholicity of his led him to be tolerant of the opinions and practices of others, to discern and appreciate good work when he saw it, and almost to exaggerate the value of a knowledge of the principles which underlie all true methods of instruction. In his last annual report he says, "I suppose that all experienced and successful teachers are constantly varying their methods of instruction and illustration more or less, and trying experiments, and that the success of those who are regarded as skillful, depends largely upon the tact with which they vary their plans, and the ingenuity they employ in devising the expedients which enable them to succeed. The true teacher will achieve success if it be a possibility; but very much of all the details on which success depends may as well remain unwritten, because our circumstances differ so materially that the same devices can hardly be expected to succeed alike in different schools." When visiting schools conducted by our contemporaries, and when criticising the labors and opinions of those whose education, circumstances, and walk in life have been different from our own, let us remember these golden words, and in humility confess our belief that when we die all wisdom will not die with us.

Naturally hopeful and enthusiastic, Dr. Lord, in the early part of his professional life, confidently believed that progress towards permanency in our profession would be more rapid than it has been. His faith in humanity led him to think that most men are ever ready to honor and reward a faithful worker in any good cause or useful vocation. His expectation was, that educated men and women would be sought after and employed in all classes of schools when a supply of such could be provided. In the establishment of good schools in all our cities, towns and villages, he saw a practical attempt to furnish that supply. There was

no doubt in his mind that tact, skill, and intelligence would soon drive inefficiency and incompetency out of most of our school-rooms. His judgment was not entirely at fault. Great progress has been made in the right direction within the past twenty-five or thirty years; but he did not live to see the complete realization of his too sanguine hopes. He did not complain at this—he advised redoubled, more determined efforts instead of the vain, useless repinings too often heard and repeated, although he never attempted to conceal his disappointment at the tardy pace of education, or, rather, professional progress.

In the distribution of honors after the successful inauguration of a great and good work engaged in and pushed forward by many, it is unjust to give any individual a larger share than is his due. The creation of the popular demand for the establishment of our present school system was not the work of one man, but of many. Among these, Dr. Lord stood in the ranks of the foremost. His voice and pen were employed most effectively at the beginning of the educational revival. He was a ready, fluent, interesting speaker—handled facts and figures adroitly—stated his views clearly and forcibly—never failed to make a favorable impression, and rarely failed to convince or persuade. He was excelled in magnetic power by some of his co-workers, but few were his equals in securing the attention and hearty sympathy of an audience. His wonderful power to influence, however, was best exerted when he came in contact with men socially or officially, or when he stood in the relation of teacher or adviser. The deep, earnest sincerity of his nature would then find expression in numberless ways, and all, even those who differed from him, felt that he was an honest, conscientious, God-fearing, Christian gentleman—dignified, yet approachable; independent and self-reliant, yet not offensively dogmatic; tenacious of his own views, yet having respect for the views of others.

As a teacher, an educator, in the best sense of that term, Dr. Lord had few superiors. He was not, perhaps, so successful in drill work as some of those with whom he was at different times associated. He could inspire his pupils with a love for study, could create a fierce hunger, a raging thirst for knowledge, point out lines of thought for his pupils to follow, and make a recitation spirited and interesting; but he rarely attempted to rivet knowledge in the memory by repetitions *ad nauseam*. Some of his most enthusiastic admirers regarded this as a fault—it may be, with reason. He delighted in giving instruction, in making a subject appear plain to the pupil by apt illustration or by holding it up in different lights and letting him view it from different standpoints. The facility with which he would do this, was wonderful. He may have sometimes mistaken the present perception of a truth for such a knowledge of it as would fasten it firmly in the memory, and make it a part of the mind's furniture. This was a failure in the practical application of well-considered theories, however; for he believed in thoroughness, and the superficial in education never had a more determined foe. He could forgive an honest, well-meaning, but illogical theorizer—many of us at the Semfnary had frequent occasion to test the truth of that fact—but he had a hearty dislike for all pretense and charlatanry. The vivid-

ness of his own conceptions, the ease and readiness with which he could grasp facts and retain them in his memory, his almost intuitive perception of analogies and relations, may have led him sometimes to err in the application of methods for the development and training of intellects less active and memories less retentive than his own. This was almost his only fault as a teacher.

Perhaps the best work done by Dr. Lord as a teacher was such as is not usually denominated pedagogical. It was not a part of his professional creed that the world could be reformed by the alphabet alone. Scientific studies were regarded by him as means for the development and training of only a part of man's nature. What we gain beyond this in their pursuit is ability to wage a successful warfare against error and superstition, and, by being put in right relations with the forces of nature, to become their master and not their slave. He never spoke lightly of those whose life work was teaching or pursuing them, and he hailed a new discovery or deduction in science as a gift from God. He bade scientists a hearty God-speed, although he regretted that the singleness of purpose with which they enter upon and pursue their chosen specialties, often makes them indifferent to work of a different and higher character. While he could not wish or advise them to be less zealous and energetic, he would have them become conscious of the fact that the moral and spiritual nature of man, his sensibilities and his will, need more careful training, more constant as well as more skillful discipline than his intellect. He would have our schools made nurseries of morals, hallowed places in which the heart should be taught to beat quick and warm with ennobling emotions, and where it could be filled with generous impulses and pure aspirations. He shuddered at the thought that they might be made logic mills, or gymnasia for the training of men and women to contend for the prizes of this life—sought as they are by the many, won as they always must be by the few.

Most vividly do I remember the loving, earnest talks on topics connected with morals and manners, at the beginning or close of school—sometimes interfering with class recitations, study, or recreation. We were not conscious then that he was sowing good seed, the fruitage of which would be our own to reap and enjoy. We sometimes thought his remarks very pointed, that they had a special reference to individual cases; but when we compared notes, we usually found that each of us thought himself the mark aimed at—at least, though we might not be willing to own it, we were certain that his random shots always struck very near ourselves. These talks—I do not even now know whether some of them were impromptu efforts or carefully prepared lectures—contained just such advice as we needed the most, and were certainly the lessons which we remembered the longest. They were not mere recitations of commonplace phrases, rehearsals of platitudes crammed to repletion with cant; they were full of thought upon life and its problems, not in the style of a dreamy, impracticable optimist, but in the direct manner which common-sense men always adopt, though sometimes tinged with the glow of that fire which can burn with fervor only on the altar of genius.

Our friend, our generous co-worker, has gone to his reward. Let us forget that he was frail like ourselves, and like us wrestled with trials and temptations—like us strove for honors and preferment. He did a noble work for his race. It is a monument reared to himself by his own hands as he strove prayerfully and manfully for the best things. The crown of the victor is his—let us honor his memory by striving to be be worthy of one as glorious, won in a warfare waged as nobly, fearlessly, and as honorably.

Remarks of Members.

Pres. E. T. Tappan: Truly the works of a good man live after him. Happy will that one among us be that deserves and obtains such a historian as the writer of the sketch to which we have just listened.

E. E. White: How beautiful is this custom of pausing a few moments in our annual exercises to pay a fitting tribute to the worth of the departed! Our lamented brother seems to stand once more in our midst, and we hear again his earnest words and feel anew the impulse of his noble life. With him other brothers, gone before, come back to us. We hear again the ringing words and feel the electric presence of Lorin Andrews, of blessed memory; the form of the noble Edwards rises before us, and the never-forgotten flash of his eye reveals his ardent love of right and his intense hatred of wrong; here too stands the beloved Parker whose modest words were as true as the life that lay back of them; and now we are stirred by the eloquence of him whose words gave wings to truth, the lamented Horace Mann. These and other departed brothers seem to be with us at this hour, aud how near their presence brings the future! There seems to be but a thin veil that intercepts our sight, and we feel the throbbings of their hearts and catch the melody of their songs. How vividly we realize that the time will soon come when of our work it will be said, "It is finished", and we shall stand on the other side!

It is my purpose to add but a few words to the merited eulogy which a worthy pupil has paid to a departed teacher. I first met Dr. Lord in a teachers' institute, and his words of good counsel and inspiration have since lived in all my work. How many Ohio teachers can, in like manner, bear testimony to the value of his institute labors. This suggests the fact that Dr. Lord was one of the leaders in that great educational revival which gave Ohio in 1853 its present school system. Who can measure the good which he and the noble spirits who were his colaborers, accomplished? We are to-day enjoying the results of the battles which they fought so nobly and well. Allusion has been made to Dr. Lord's work as an editor. He edited the first educational journal I had the pleasure of reading, and he published the first article on education which I ever wrote. I read, I think, every number of his *Journal of Education*, and I have since read many of the articles in its predecessors, the *Ohio School Journal* and the *Public School Advocate*. I have been struck with the fact that so little of what he so early wrote on education, needs to be amended. The great measures of school reform which he advocated, have either been substantially embodied in our school sys-

tem, or their adoption is still urged. His writings show great practical wisdom. But I must not detain you. Dr. Lord did all his work so well that it is difficult to say in what particular he excelled. I shall, however, make no mistake in saying that his greatest work as a teacher was in the direction of moral training and influence. His chief concern was not that his pupils should be good scholars, but that they should be true men and women. Every pupil who came under his influence, felt a new impulse to manly and right endeavor, and his earnest words in behalf of what is true, and virtuous, and Christian in human conduct, will be the last to fade from the memory of his pupils. Not only was Dr. Lord's moral power his crowning glory as a teacher, but it was the source of his greatest influence in all his relations in life. His pure and true example was a constant rebuke to evil men, and, at the same time, his sympathy for the struggling and unfortunate ever held out the helping hand. His heart was in every good work.

Fellow teachers, if this can be said of us, we shall not have labored in vain. The worthiest tribute our pupils can pay our memory will be the fact that they have lived manlier, nobler, truer lives because of our instruction and influence. This will be honor, indeed. To this end may our voice, our example, and our influence be ever against soul-destroying vices, and in favor of that which elevates and ennobles man. Happy shall it be for us if we, at the last, are found worthy of the tribute which we here pay to the worth of our departed friend. [Applause.]

JOHN HANCOCK: I associate Dr. Lord with those other earnest and noble spirits to whom Mr. White has already so eloquently referred, and I can not let this occasion pass without adding a word as a tribute to his memory. Twenty-three years ago last January, I think, I first met Dr. Lord at Columbus, at the meeting of the Teachers' Association, and I was struck with one trait in his character—a trait that characterized not only him, but also Lorin Andrews and Dr. Ray. I refer to their kindness to young men just entering upon their career as educators. I was myself a recipient of that kindness and encouragement from all of them; and I know of no way of repaying the debt of gratitude I owe to them, except by doing to others what they did to me and others in my situation. I fear, sometimes, that those of us who are growing old in the work, may forget the young, those who need some earnest help in the way of advice or encouragement to go forward and do the work that we who are older, must soon cease to do. When we recall our associations with the choice spirits that have gone before—Dr. Lord, Lorin Andrews, Dr. Ray, Edwards, and Parker, one of the best of friends, a man whose wit and humor were unceasing, but who could never wound the feelings of any one, however humble in life, they begin to feel the real spirit that actuated them. Some of us are beginning to feel that we are growing old, and I can but reiterate what Mr. White said, that happy shall we be, if, when our work is done, such tributes may be paid to our memory.

In these times, when men, who are guided by motives of selfishness, of policy, and sometimes by motives more ignoble, often win the great

prizes of life, we are tempted to say, "Why shall any one strive to lead a manly life devoted to some great, noble purpose?" When we begin almost to despair, these noble characters come to us to encourage us. If there had been any great blight upon one of their names, we could not have heard such tributes to them this afternoon, proceeding from such sources as they have? But, I feel, Mr. President, that there is something grand in living such a life as this, even though it may not grasp any of the prizes of life. It is a noble thing to live a manly life, and to die doing one's best. We are all stronger for having our attention and thoughts directed this afternoon to the lives of those whose memories we so respect and venerate. [Applause.]

HON. W. D. HENKLE: I first became acquainted with Dr. Lord twenty-six years ago, and all my subsequent intercourse with him enables me to testify to the truth of the remarks that have been made this afternoon. I arise, however, to allude to the fact that Dr. Lord was the first, at least one of the first, who suggested the organization of this Teachers' Association, at Akron, in 1847. In later years, Dr. Lord did not meet with this body, because he was connected with another kind of an institution. I remember the last time that he attended this Association, which was, I think, at the meeting held at Cleveland in 1863, when he delivered an address, of which the title was "Twenty-five Years in the Public Schools of Ohio." We all listened with interest to the historical sketch of the earlier efforts of those men of whom we have heard this afternoon, and going back to the time when Samuel Lewis was the first State Superintendent of Ohio. Some years ago, probably about a year before Dr. Lord left this state, I was looking over the old periodicals that I had taken. Among them I found the journal that Dr. Lord began to publish at Kirtland, but removed to Columbus. Some of the numbers were rather worn while others were missing, so I wrote to Dr. Lord, requesting a copy to keep. He very kindly forwarded me a full set of all these periodicals, clean and nice as when first published—the *Public School Advocate*, the *Ohio School Journal*, together with some numbers of the *Ohio Journal of Education*. This is only another proof of what has been said here of the interest that he took in that which he believed to be good. Having read over a few days ago, the earlier numbers of these periodicals, I can safely say that Mr. White's remark that what Dr. Lord wrote does not need to be changed, is nothing short of the truth. It seems just fresh enough, to my mind, to be published in Mr. White's journal to-day. The same ideas, the same truths and sentiments were presented in those old numbers as in the current educational literature of the times.

HON. T. W. HARVEY followed with touching allusions to the life and character of Dr. Lord, enlarging upon the points contained in his most excellent paper. He closed by saying in the language of the trustees of the Institution honored by Dr. Lord's last labors, "We can best honor him by following his example."

E. T. TAPPAN: One trait of Dr. Lord's character has not, I think, been alluded to — his intense love of country. He was quiet and

gentle in manner, but very determined in his purposes. If I am not mistaken, the last work that he did in this Association, was a report upon teaching history; and he particularly urged that history should be taught in the schools of Ohio, in order that the rising generation should know more of their own country, and thus learn to love it better.

E. E. WHITE: Mr. Henkle's reference to Dr. Lord's attendance upon the meetings of this Association needs explanation that no one may infer that he lost interest in the Association, because he did not attend its later meetings. The reason of his absence was feeble health. For many years he was obliged to avoid excitement, and he felt compelled to be absent from the meetings of this Association. He could not come and sit by and enjoy himself, for the sound of the bugle always called him to the front. A year ago I met him at Columbus, and invited him to attend the meeting of the Association at Put-in Bay, assuring him that he would receive a warm welcome. He at first assented, but finally declined, saying, "I fear that the excitement will prostrate me for a month." I am confident that his absence was not due to any lack of interest either in the Association or in its work.

W. S. FURAY: Mr. President, and Teachers of Ohio: Six years ago, Mr. White and one or two of the other leading educators of this state, very kindly invited me to become a member of this Association, and I did so. Since that time, however, whenever I have attempted to speak a word here, I have felt that I was really committing an intrusion, engaged as I have been for the past twelve years, not directly in educational work. But here, at last, the time has come when, I think, I may properly speak a word, for the life and labors of such a man as Dr. Lord, do not belong to any one class of persons, but are the common inheritance and property of us all. In the presence of these intelligent educators, gathered from every part of the state, and who exhibit in all they do or say the evidence of the high culture which they have received, I wish, as a citizen of Ohio, to express a deep and heartfelt sense of gratitude that I feel, not only to such men as Parker and Lord, Lorin Andrews, and Horace Mann, and all the noble dead, beside the grave of one of whom we stand this afternoon, but also to the living teachers and educators who have so manfully upborne the standard that they laid down, who are so grandly carrying on the work that they began, and of which the ablest representatives are assembled within these walls to-day. Teachers of Ohio, you are engaged in a noble work, a work of more consequence, if not in fact, at least in appearance, than it has ever been before. There is not a single country schoolhouse, no matter how humble, that does not represent a grand principle; not a single teacher, no matter how obscure, male or female, that is not to-day one of the leaders in the forefront of the ranks of patriotism and humanity itself. As one in a position to observe something at least of what you are doing; what the nature and what may be the consequence of your work, I exhort you to stand firm in the positions you have taken. Be true to your duty, be true to your life work, and when you shall come to lie down and die as Dr. Lord did, even if you have not such an historian as

Mr. Harvey to record in eloquent and pathetic terms the noble deeds you have done, your requiem will be sung, if not on earth, in heaven, by the souls you have instructed, benefited, and blessed. [Applause.]

The treasurer's report was called for, and ordered published with the report of the secretary.

Wm. S. Wood, of Findlay, introduced the following resolution:

Resolved, That, whereas our State School Commissioner's duties are increasing from year to year, and the salary of two thousand dollars now received being less than any teacher of like responsibility receives, we respectfully petition the Legislature to amend the law so as to increase the salary of that office, making it somewhat commensurate with the great work to be performed by the highest school officer of the state.

The resolution was adopted.

Supt. J. B. Peaslee, of Cincinnati, moved to release the publisher of the OHIO EDUCATIONAL MONTHLY from the amount now due the Association on subscriptions for 1874.

Referred to the executive committee.

On motion, the Association adjourned, after singing the Doxology.

G. N. CARRUTHERS, *Secretary.*

EDITORIAL DEPARTMENT.

This number is enlarged to more than double the usual size to admit the proceedings of the Ohio Teachers' Association at its late meeting. The addresses and papers are given entire, with the two exceptions noted, and the discussions have been carefully condensed by Prof. E. H. Cook, of Columbus, from full phonographic reports by Mr. A. G. Adel. We believe that the present report of the Ohio Association is, all things considered, more valuable than any preceding one, and this is saying much, for our reports have been generally acknowledged to be fuller and better than those published by any other educational association in the country.

—— THE meeting of the National Educational Association in Minneapolis, Minn., was well attended, and it is stated that the receipts from membership fees was greater than at any previous meeting. The attendance was chiefly from Minnesota, Wisconsin, Iowa, Nebraska, and Missouri. The Central States, especially Illinois and Ohio, were well represented, and there were a few delegates from the East and South. The programme of the General Association for the first two days was over crowded with long papers, but the omission of two of the papers announced for the morning session of the third day, permitted a lively

discussion, and the closing exercises on Thursday evening were spirited and interesting. In the department meetings fewer papers were read, and, as a rule, each paper was more or less thoroughly discussed. The experience of the National Association shows that it is not wise to attempt to consider a great number of subjects in a succession of elaborate papers. It is much better to secure a thorough discussion of a few important questions. We have only space to add that the Association never received a more cordial welcome than at Minneapolis, and its members have never been more hospitably entertained. The arrangements made by the local committee were unusually complete. Minneapolis will long be remembered by her late guests.

SALE OF THIS JOURNAL.

I have sold the OHIO EDUCATIONAL MONTHLY and THE NATIONAL TEACHER to Hon. W. D. Henkle, of Salem, Ohio, who will continue their publication. The sale is to take effect September 20th, and, after this date, all letters relating to new subscriptions, advertising, and contributions should be addressed to Mr. Henkle at Salem, O., the new office of publication. All subscriptions secured previous to Sept. 20th and all subscriptions and advertising bills then unpaid are to be paid to the undersigned. The MONTHLY or TEACHER, as the case may be, will be sent by the new publisher to all present subscribers for the unexpired terms of their subscriptions, and all standing advertisements will be inserted the number of times ordered. The publisher's plans will be more fully announced in the next issue.

My object in disposing of the MONTHLY and TEACHER is to secure time for the completion of important literary work which, for several years past, has been unavoidably postponed, and also to obtain more time for lecturing and institute instruction than I have hitherto been able to command. The change will also give me needed rest and relaxation. I have always found it difficult to keep up the character and circulation of my journals, and, at the same time, undertake other literary work. The making of an educational journal "the best in the country" will not of itself secure for it a paying circulation. Its subscription list must still be secured by vigorous and persistent effort. The increasing demands of my journals, especially their business management, leave me so little time for other labor that I have thought best to transfer them to other hands.

It is with no little regret that I give up a chosen work to which I have devoted nearly fifteen years of earnest effort, with a fair measure of success. By the generous assistance of a host of friends, this journal has probably had a larger circulation among teachers than any other educational journal published, and certainly no other journal has been more widely or strongly commended. I am happy to be able to add that the past year was financially more successful than any previous

one, and that this journal has never had more friends or exerted a wider or stronger influence than at the present time.

My connection with the TEACHER, as its editor and publisher, now terminates, but I shall continue to feel and show a deep interest in its success. I would ask for my successor the active coöperation of all who have aided this journal in the past or feel an interest in its future. Mr. Henkle's large experience as a teacher and superintendent, his familiar acquaintance with the wants of our schools, his former success as editor of the *Indiana School Journal*, his well-known ability as a writer, and his excellent business habits, are an assurance that he will make this periodical eminently worthy of a generous support. May it give forth no uncertain sound when public education is assailed, and may its standard never be lowered.

E. E. WHITE.

——SCHOOL Commissioner Smart has attended a large number of the institutes held in Ohio in July and August, and he reports very encouraging attendance and interest. In his addresses, he has specially advocated county supervision with the manifest approbation of teachers and citizens generally. He intends to make an earnest effort to secure the enactment of a law establishing the system.——The October number of the MONTHLY will probably contain brief notices of all the summer institutes which have made a report of their proceedings. Reports have not yet been received from a few of the institutes. We have received clubs of subscriptions from nearly all of the institutes. Thanks, good friends.

——WE call attention to the announcement of Ridpath's History of of the United States, found in our advertising pages. It is claimed that this work has superior merits, and a friend, who is examining it, thinks that this claim is well founded. We have long delayed a notice of "Lyman's Historical Chart," published by the same house. It contains the prominent events of the civil, religious, and literary history of the world from the earlier times to the present. The graphic presentation of the chronology of these events is superior to any that we have examined.

——MESSRS. A. S. BARNES & Co., New York, have just issued "The Teacher's Hand-Book," by Prof. Wm. F. Phelps, of Minnesota. The first subject of the work is to improve the Teachers' Institute as an agency for professional instruction; but it also contains much instruction of practical value to teachers, especially teachers of country schools. A very full course of institute instruction is presented. The work deserves a much fuller notice than our present space permits. Messrs. A. S. B. & Co. announce several other new works this month.

——MESSRS. ESTES & LAURIAT, Boston, have published Nos. 14 and 16 of "Half-Hours Recreations in Science." The first contains "The Glacial Epoch of Our Globe," by Alexander Braun, and the second, "The Ice Age in Britain," by Prof. Geikie, and two other valuable papers. Part 8 of "Half-Hours with Insects," is devoted to "Insects of the Forest." These publications are sold by Geo. W. Gleason, Columbus, Ohio. Price, 25 cents each.

EDUCATIONAL NOTES AND QUERIES. Edited and published by W. D. Henkle, Salem, O. This periodical is designed to be a repository of curious and valuable information, stated with the greatest possible brevity. It is edited and published by Mr. Henkle as a labor of love, and its friends should see to it that its circulation secures him against any pecuniary loss. What is needed on their part is an active effort to secure subscriptions. We are glad to learn that the circulation of the first volume will more than pay expenses. Price, $1.00 a year; single numbers, 25 cts each. Address: W. D. Henkle, Salem, O.

—— WE have received a copy of Ritchie's great national historical picture, "*The Death of Lincoln*", engraved from his original painting. Whether viewed as a work of art or as a memorial of a great historic event, it is worthy of high praise. The engraving is 32 by 42 inches, and is sold by subscription for $10. Address: A. Estill, 630 Chestnut St., Philadelphia.

—— SAMPSON'S EXAMINATION RECORD is conveniently arranged for recording the results of monthly examinations. It devotes a half-page to each pupil with spaces for the record of the examinations in each branch. It must prove a very useful record.

—— MESSRS. S. C. GRIGGS & Co., of Chicago, have tried the experiment of advertising their miscellaneous publications in this journal, and they are so well pleased with the result that they send us a four-page inset for this issue.

—— MESSRS. WILSON, HINKLE & Co., have just added four new books to their extensive list, and, wishing our readers to know it, they make due announcement in this number. They do not believe in hiding their light under a bushel.

—— BROWN'S GOVERNMENT OF OHIO, favorably noticed in our July number, is strongly commended by competent judges. See the publishers' advertisement in this issue.

NEW BOOKS RECEIVED.

DIFFERENTIAL AND INTEGRAL CALCULUS. Ray's Series. By James G. Clark, A.M. Professor in William Jewell College. Cincinnati and New York: Wilson, Hinkle & Co. Price, $2.25.

PLANE AND SPHERICAL TRIGONOMETRY AND MENSURATION. By A. Schuyler, LL.D. Cincinnati and New York: Wilson, Hinkle & Co. Price. $1.50.

FIRST LESSONS IN THE ENGLISH LANGUAGE. By Thos. W. Harvey, A.M. Cincinnati and New York: Wilson, Hinkle & Co. Price, 30 cts.

A HISTORY OF ENGLAND. For the Use of Schools. By M. E. Thalheimer, Author of "Ancient History", and "Mædieval and Modern History." Cincinnati and New York: Wilson, Hinkle & Co. Price, $1.50.

HISTORY OF THE UNITED STATES. Prepared Especially for Schools. By John Clark Ridpath, A.M., Professor of Belles-Lettres and History in Indiana Asbury University. Cincinnati: Jones Brothers & Co. Price, $1.75.

ILLUSTRATED COMMENTARY ON MATTHEW AND MARK. By Rev. Lyman Abbott. New York and Chicago: A. S. Barnes & Co. Price, $2.00.

THE

NATIONAL TEACHER:

A MONTHLY EDUCATIONAL JOURNAL.

Vol. V. OCTOBER, 1875. No. 10.

ON READING.

NO. II.

In the May number of the MONTHLY there appeared an article of which the chief assertion was that we make a miserable failure in teaching reading. The article was written with considerable hesitation, being based upon the individual experience and convictions of the writer. Since its appearance all ground of hesitation has been removed by the painfully abundant confirmation volunteered from the experience of fellow-teachers. The substance of a few of the reports will illustrate the difficulty more fully.

The superintendent of a thriving northern town in Ohio, with its schools ranking among the best in the State, gave this instance as one of the forms in which he had encountered the evil. In the middle of the school year the graduating class came into his charge for instruction in a certain branch. He put into their hands what he considered a good book. It was not, however, on the orthodox text-book plan, with crystallized statements and formulas. It was simple; one of that class of books so scarce in our schools, and on publishers' lists; a book in which mere verbal memory is quite inadequate to prepare the pupil for recitation. It was designed to be read and summarized, not to be pored over sentence by sentence. After some weeks, no headway seemed to have been made. It became a matter of inquiry upon the part of the teacher to ascertain what was wrong. The difficulty could not be in the text-book, nor in the application of the class, as was clear from their

character and previous standing. At last he became convinced that "his class did not know how to read." They could memorize and recite, as they had done all their lives; but they could not grasp thoughts and digest them. They lacked the power of seeing connections and logical sequences; of perceiving what is implied as well as what is stated. He went to work with the definite purpose of teaching his class how to read, and during the term made that as much an object of drill as the subject-matter of the book.

The same was the experience of an enterprising teacher of history, who had attempted to discard the rote method of recitation, and to secure from his pupils responses based upon good, careful reading, and not upon poring over the lesson again and again.

Another teacher spends more time in teaching a class in history how to read than in laboring to fix acts; in seeing that they fully comprehend the text or else realize distinctly that they do not comprehend it; in training them to discover the connections which in thought we always supply between sentences in connected discourse, but which are seldom expressed; in fact, in developing the power to perceive thoughts, as in object lessons we attempt to develop the perceptive faculty in reference to things of sense.

Still another is disgusted in classes that ought to have some maturity, by the want of reflection and of the full comprehension of ordinary English. And yet the exigencies of examinations, per cents and comparisons oblige this teacher not to follow the course approved by conscience, and which would increase the capacity of the class for future discipline a hundred fold, but to see that the language is learned, without reference to fulness or quickness of comprehension, and that the bald facts are retained.

Such are some of the developments, and to which others might be added. I believe it is a fact, that in the whole course of our instruction, from the lowest grade to the highest, no failure so complete and so serious, is made as in teaching the essential and *genuine* art of reading.

The question is asked, "What are the causes of this failure?" My former article mentioned one chief cause, viz: Our training in every grade is so exclusively in the interest of oral reading, of the art of expressing thought, and not all in the interest of true mental reading, the art of grasping thought. A future

number of the Popular Science Monthly will contain a much more elaborate discussion of this whole matter than these pages would permit. I wish to enlarge in a more practical form upon another one of the causes that will be mentioned there.

It is the repetition of the reading lesson. Our children, in the lower grades particularly, need more reading matter at each stage of advancement. They need to come into contact with a greater variety of ideas expressed in words which they have already mastered. With an entirely mistaken conception of the real object to be aimed at in teaching reading, it is the universal practice to have lessons read, and re-read, and made the subject of continued drill, which practice is largely responsible for the condition of things here referred to. Let any adult person be obliged to read or repeat the same piece often. Do not all thought and interest vanish? Does it not become, if not a repulsive, at least a mechanical, exercise? The mind wanders, while the mere physical part is being performed. A person who has had much copying of documents to do, realizes how automatically we may act, how much and how well we can do mechanically, seemingly in the entire absence of attention. It is just this physical, thoughtless, automatic kind of reading which we cultivate by our present methods. A clerk will copy a whole deed without knowing a thing that he has written, save the form. His first performance of the kind was done with attention; but the longer he continues in the business the more automatically he seems to act in this regular work. So, the first time a child reads a lesson, it reads it attentively and intelligently, if it ever reads in that manner. At each repetition it gives less and less attention. Its voice begins to repeat words without any responsive activity of the mind, the same as the clerk's pen transcribes them. Thus it comes by allowing or requiring pupils to read when the mind is not engaged, that inattention to the thought becomes a habit; that the mind fails to receive the full impression from each word, and we produce pupils who can read only "words, words, words."

Upon this ground, it is an evil practice to require a class to read in any form a lesson more than once, except at long intervals. If the piece is not fully comprehended, let the teacher make it clear as the lesson proceeds, and let the pupil "feel"

the sensation produced when the light of full comprehension strikes his mind.

Nor can there be any defense now-a-days for allowing a class to pore dully over a lesson a second and third time. The means of preventing it are various, all of which are in use in different schools of the State. Here are some of them:

1. Some schools adopt two or three sets of readers, and when a class has completed one book it immediately enters the corresponding book of another series. This plan, I judge, cannot be excelled, when the clamor against expense does not defeat it.

2. When a teacher comes across a piece, usually a story, which suits his purpose, it is taken to the editor of the county paper, who is generally quite willing to publish it. Then, copies enough are secured to supply the class. Many a "Children's Column" is thus maintained by the enterprising teachers in country and town, and their pupils easily supplied with new matter, and of just the right kind, because selected by a teacher's judgment.

3. There are little periodicals published for this express purpose. Mr. Rickoff had one printed weekly, I believe, to supplement certain grades of readers used in the schools of Cleveland. Geo. E. Stevens & Co., of Cincinnati, have been publishing for two years "School and Home," a folio in dimensions about the size of the MONTHLY. It is issued under the editorial care of Miss Lathrop, Principal of the Cincinnati Normal School, which is ample assurance that the matter is well adapted to the use for which it is designed. Its cost is but a trifle. Some boards make appropriations to purchase as many numbers as are needed; sometimes teachers do it from their own pockets, and sometimes it is done by co-operation of teacher and pupils. Something of the kind ought to be regularly adopted, and pupils required to purchase at stated intervals.

4. Back numbers of almost any issue of the juvenile periodicals may be had at a price much less than that of the current number. Even if the expense falls entirely upon the teacher, I venture that he will say, after a fair trial, that "it pays." With proper care a teacher can preserve a set so as to supply many successive classes. The teachers of a graded school, or a township, can buy a set in partnership, each taking them in turn, and thus reduce the expense and secure all the good. Articles will be found in almost any issue of these

periodicals adapted to two or three grades. The best of these are, for the lowest grades, "The Nursery," published by John L. Shorey & Co., Boston; for the higher grades, "St. Nicholas," published by Scribner, Armstrong & Co., New York. These publications are without their peer in any country.

Woodward High School, Cin., O. E. O. VAILE.

EDUCATION AND SECTARIANISM.

The State may not support sectarian schools. That schools established by any denomination for denominational purposes, are not "common" or public schools in the legal sense, has been affirmed by the courts. The school law does not authorize sectarian instruction in any school supported by taxation. The idea of supporting sectarian schools by public money is obnoxious to the settled convictions of the people. If the State support parochial schools for one sect it must for all—Baptists, Methodists, Episcopalians, Roman Catholics, Liberals, and all the rest. The mere statement of such a plan involves its refutation. The assaults now made upon our common schools need give no alarm to their friends, if they are only just and wise, for fair play and good sense, if they do not disarm opposition, will destroy its power. Narrowness and bigotry, under the guise of devotion to Bible reading, may do vast mischief. Let us treat dissentients as we would wish to be treated if they were in the majority. To show what has been our policy, I reproduce certain sentiments given in one of my early reports.

Recent discussions and opposition have deepened and developed the devotion of the masses to our common schools. On no other question do they so thoroughly fraternize without reference to distinctions of race, religion, or politics. The Irish and Germans evince commendable interest in our schools. Said a parent to me: "I attended church schools without learning enough to tell O from a cart wheel. I mean to give my children an education, for I have sadly felt the need of it." With the fathers of New England the necessity of common schools was a postulate. Time has only strengthened this conviction, till our schools have now become so rooted in the affections of the American people, as both the source and safe-

guard of liberty, and the secret of their thrift and prosperity, that devotion to them is held essential to loyalty to our institutions.

Our school system should be unsectarian. Its *primary* purpose is intellectual training. In its practical workings it has always been essentially secular, while its moral influence has been great and good. The Bible is generally read without objection in our schools. Much as I value its influence and desire its continued use, I oppose coercion, and advocate full religious freedom and equality. Wherever there is opposition to this time-honored usage, I would permit the largest liberty of dissent, and cheerfully allow parents to decide whether children shall read or not read, and be present or absent when the Bible is read. Roman Catholic children may read from the Douay version, and the Jews from the Old Testament; or, still better, the teacher may read a brief selection, or if it is preferred, let the Bible reading occur at the close of the session, after the objectors have retired. Compulsory reading will defeat its own aim, and induce resistance and reaction.

Sectarian schools as a system for the masses have uniformly failed, alike in this country, England, France, Spain, and Italy. Twenty-nine years ago the Presbyterian Church attempted to organize and support denominational schools through its bounds. The Old School General Assembly then proclaimed "its firm conviction that the interests of the church demand that immediate efforts be made by *every congregation* to establish within its bounds one or more primary schools," and directed that "circulars be sent, in the name of the General Assembly, to all Presbyteries and Sessions." Dr. Cortland Van Rensselaer was prominent and very earnest in the advocacy of this measure. The experiment utterly failed. The sects were too numerous and unequal to permit denominational schools. The two systems, common and sectarian schools, cannot co-exist.

The leading difficulty in organizing the new system of public schools in England came from the assumption that they must be sectarian. Their schools had hitherto been ecclesiastical establishments, and hence their inefficiency. Not one-half the parishes of England and Wales were provided with schools. The criminal statistics of England show that not one-twentieth of their prisoners can read.

Our schools may be unsectarian and yet not irreligious. It is poor logic which contends that unless they are positively

religious they must be infidel or atheistic. Even if the Bible were not read at all, it does not follow that our schools would be godless. Our teachers are largely religious persons. By example as well as precept, they are seeking to implant the divine law of love in the hearts of their pupils, that the fruits of honor, honesty, truth, and right may appear in their lives. The habits of order, punctuality, self-control, and obedience here formed are favorable to virtue.

REV. B. G. NORTHROP, in his State Report for 1875.

THE STUDY OF ZOOLOGY.

Particular attention should be given to the lower animals, as these are more often neglected in text-books. Directions for collecting, the preparation of specimens for the cabinet, and the haunts of the animals to be studied should be given, and the pupil expected to study with his book in one hand and his specimens in the other. The figures in the text-book should be drawn from nature and copied by the pupil. To facilitate this the figures should be made in outline, with the shaded side of the figure indicated by darker lines. The necessity of the pupils copying (however poorly) the figures, either upon the slate or upon paper, cannot be too strongly urged.

Experience shows that a specimen or figure may oftentimes be carefully studied, and yet only an imperfect idea be formed of it, but when it has been once copied the new points gained repay all the trouble spent in the task. It makes but little difference whether the pupil is proficient in drawing or not; it should be strenuously insisted upon by the teacher that he copy, as far as possible, the figures contained in each lesson.

To collect in the field, to make a cabinet, and then to examine and study the specimens collected, are the three stages that naturalists, with few exceptions, have passed through in their boyhood.

If one recalls the way in which boys first manifest their taste for such studies, he will remember that first a few examples were brought together; a collection was made. It may have been birds' eggs, insects, or shells; then little boxes, a case of drawers or shelves were secured, to hold their treasures. In thus collecting and arranging, and re-arranging, the cabi-

net, the eye becomes familiar with the outline and general character of the objects, and in this way the mind is finally prepared to comprehend the relations existing between animals, and to appreciate the leading points upon which classification is founded.

Agassiz invariably placed before his students a single specimen, or a box full of specimens, and told them to look and see what they could find out.

It seems, therefore, that the way to commence the study of zoology, is to follow the course one naturally pursues when he is led to the study by predisposition. Nor is it essential, at the outset, to present the entire range of the animal kingdom. Teach the characters of one or two great divisions first, and then the pupil is better prepared to grasp in turn the other divisions. The persistent attempt in all text-books of this kind, to give some attention to every large group in the animal kingdom, has often resulted in wearying and confusing the minds of those who take up the study for the first time.

A very serious difficulty is encountered in those books which give a more or less complete view of systematic zoology for beginners. In some, the authors commence with the lowest forms and end with the highest. In others, the highest animals are dealt with first, and the lesson ends with the lowest. The first mistake made is the attempt to teach systematic zoology, where the pupil is quite ignorant of the material to be classified; and proper familiarity with the objects can only be acquired by collecting the specimens and forming a little cabinet of them.

The difficulty, however, arises in commencing the lessons with either the lowest or highest animals. If the author commences with the lowest animals, he deals at the outset with creatures which the pupil, in certain cases, can never see, as many of the animals to be considered are microscopic, and most of them of such a nature that their soft parts cannot be preserved. On the other hand, if the author commences with the vertebrates, he presents, point-blank, some of the forms of structure most difficult to understand.

The main thing at the outset, is to teach the pupil how to collect the objects for study; this leads him to observe them in nature, and here the best part of the lesson is learned—methods of protection for the young, curious habits, modes of fabricating nests—and many little features are here observed

which can never be studied from an ordinary collection. Hence, collecting in the field is of paramount importance. Next, the forming of a little collection at home prompts the pupil to seek out certain resemblances among his objects, in order to bring those of a kind together. In this way he is prepared to understand and appreciate methods of classification. Finally, having grasped the leading features of a few groups, he is enabled to comprehend the character of cognate groups with less difficulty. Thus an inland student, having got the typical idea of an insect from the study of a common grasshopper, for example, is much better prepared to understand the general structure of the Crustacea, though he may never have seen the few forms peculiar to fresh water. In the same way, after having studied the common earthworm, he can form a better idea of the complicated structure of many marine worms, though these he may never see.

From the abundance of material, and the comparative ease with which the specimens may be preserved for cabinet use, shells and insects have always formed the favorite collections of children. They are the most common objects in nearly all collections, and it seems that here the pupil ought to commence his studies.

Having learned to collect and prepare specimens for the cabinet, and to observe the relations and differences existing among them, the pupil is then prepared to go on to forms less familiar, or to study in detail the material already gone over.

PROF. EDWARD S. MORSE, PH. D.

ERRORS IN GRAMMAR.

Discussion of the details of English Grammar is not, by some, thought profitable, but a mistake in this department ought to be corrected, and may be so glaring that it is a pity not to have it exposed and banished. It is worse than pitiful to teach for science what a pupil of ten years sees to be absurd and contradictory.

Of this sort seems the mistake of several modern authors in construing the pronouns *mine, thine, his, hers, ours, yours,* and *theirs.*

The mistake lies in the primary matter of fact as to what the pronoun stands for in each particular case.

These two examples may suffice: "Mary has gloves on, but Sarah cannot find hers." "Andrew's shoes are good, but William has spoiled his."

According to the authors referred to, *hers* in the first stands for *gloves*, and in the second *his* stands for *shoes*.

Now a flat mistake is made in this assumption, out of which several minor mistakes in gender, case, etc., arise. The obvious facts are, that in the first *hers* stands for Sarah's, and that according to previous definitions of these very authors, the pronoun *hers* is feminine, singular, and possessive (case), while the construction here contested makes it neuter, plural, and objective.

And in the second, *his* stands for *William's* and not for *shoes*, as taught by these authors, and is masculine, singular, and possessive, instead of neuter, plural, and objective.

Doubtless, the terminal *s* in *ours*, *yours*, *hers*, and *theirs* renders them slightly peculiar, but the controlling characteristic of these words makes them personal pronouns, according to the definition of personal pronouns given by these very authors, and always in the possessive case.

The absurdity of the construction here disputed may be clearly seen by substituting a noun for one of these pronouns in any particular case, as follows: "That book is hers, not yours," compared to "That book is Mary's, not Henry's."

The distinction of possessive pronouns seems to be wholly needless, loaded with contradictions, and better dropped entirely from the text-books.

HENRY FORD.

METHODS OF TEACHING BEGINNERS TO READ.

CHAP. VIII. THE DICTIONARY OR HARVEY METHOD.

The first and most necessary improvement upon the *Romanic* method would then be the use of some phonic marks. It would certainly be more convenient for the teacher if books were all printed with these helps. Seeing this, our most enterprising publishers have issued separate editions of their primary readers, in which some set of phonic or diacritical marks is supplied.

When possible, teachers will see that their pupils obtain these improved editions. But how often is this impracticable. Pupils appear at school armed, not only with a book which a "big brother," or indeed, a father, used, preserved, and trans-

mitted, dog-ears and all, to this generation, but with very positive instructions from parents that no other books will be bought.

In such cases there are two courses for the enterprising teacher to pursue. One is to buy the desired and improved primers and furnish them to the pupils gratis. The other is, to use the ones at hand, but improve them yourself.

This you can easily do. In the same manner that Webster's Unabridged, or any other dictionary, shows *you* how to pronounce a word correctly, do you show your pupils how to pronounce the words in their primers correctly. In the dictionary certain *marks* (called *diacritical* marks) are used. You can use the same in the same manner by putting them over or under the letters in the primers. In the dictionaries it is done with printer's ink. You can do it neatly with writing ink or lead pencil. Mark thus all the books. Only the new words and new sounds of the lessons should be thus characterized, since it is your object to free your pupils from the necessity of such aids as soon as possible. A word once "spelled out" by the *pupil* will not need to be taught again.

If it is necessary that the dictionary supply fixed phonic marks to help the intelligent to pronounce correctly, how much more necessary that you should supply similar advantages more abundantly to actual beginners. If *you* need such helps, will not your pupils?

Supply yourself in this manner with these helps, and teach with them, and you will have adopted the *dictionary* method.

"Too much trouble!" say you? Have you *tried* it? Well, give it a fair trial, and I will trust your judgment. Remember the Adelantado and the guanas. Many teachers have tried it and succeeded. It is not a *new* method by any means. Undertake it and I predict two things; first, you will never teach the alphabet again without phonic marks; second, you will supply yourself with a number of *prepared* books, sufficient to furnish an ordinary class of a b c-darians, and consider them an indispensable portion of your "stock in trade."

When these articles were begun, there was no published series of readers embodying this method. I am glad to say that there has just come out a most excellent series, beautifully exemplifying this method, published by *Messrs. Wilson, Hinkle & Company*, and edited by *Hon. T. W. Harvey.* Better publishers and a more competent editor could not be easily

found for so good a method. The readers are called "Harvey's Readers."

The preparation of the primer of this series (in which, of course, the method would exhibit itself) has been mainly the work of my friend, *R. W. Stevenson*, Superintendent of the Columbus public schools. He has been kind enough to furnish me the following statements with reference to the work of the primer:

The First Book of Harvey's Graded-School Readers may be used by teachers who prefer to teach beginners to read by the word method, but it is especially arranged and adapted to the Romanic method, which is now used in many of the best schools in the country. The great difficulty found in the latter method has been in the plan of representing to the eye of the child the various characters representing the different elementary sounds of the language. Various devices have been used, and all of them with more or less success. Those who have used the word method and changed from it to a phonic method, in very few instances have ever returned to the former even when they were without a systematic plan of representing the elementary sounds. For several years beginners in reading in the schools of this city have been taught by the sounds, and the different sounds of the language have been indicated by the diacritical marks used by the standard lexicographers. The plan has ceased to be an experiment. The success attending it has been far beyond the expectations of its advocates. Many intelligent observers who had little faith in the phonic methods, have watched closely the progress of their own children in learning to read in the schools of this city, have been convinced of the practicability of the diacritical marks, and have been delighted with the distinct articulation and correct pronunciation of the words taught in the schools. The following are some of the arguments in favor of their use:

1. This system of notation of the elementary sounds is as simple as any other and as rational.

2. Their form and position are such as to attract at once the notice of the child.

3. They are equally adapted to the printed and script letters. This can not be said of any other system of marking the different sounds.

4. A knowledge of the diacritical marks is necessary as a

key to a correct pronunciation. These are most easily learned as parts of the characters representing elementary sounds. The proper time to teach them is when the child begins to read.

5. *They furnish the teacher with an infallible guide to the correct pronunciation of every word presented to the child.* The teacher is compelled to consult the dictionary and is led to a distinct articulation. Teachers who have used these marks have been surprised to find that they had heretofore mispronounced many of the most familiar words.

It has been demonstrated by experiment *that within six months the ordinary child, without any previous knowledge of letters in printed and written words, can learn and use all the characters representing the sounds of the English language*, and make out for himself any word, however long, if correctly marked.

Of course the successful carrying out of the phonic method with the use of the diacritical marks as given in this little book, requires skill and intelligence, but no more than is necessary to give success in using any other method.

Let us new consider the special power of this method in its relation to the "difficulties" enumerated in Chapter VI. It will be remembered that the LETTER methods encountered all the nine difficulties; that the first two, the most serious ones, were evaded by the *Romanic* method; leaving, therefore, seven to be met by the *Dictionary* and succeeding methods.

Without going too much into details, let it be noted that the *Dictionary* method overcomes almost entirely the 3d, 4th, 5th, 6th, and 9th difficulties, the 7th and 8th alone remaining against it. These cannot be obviated without changing the spelling and the type. The question is whether they are of sufficient importance to warrant such a change.

CHAP. IX. THE TYPOGRAPHIC METHOD.

The remaining methods exhibit different plans of publishers to remove the nine "difficulties" by using in the primers *special* type. The first of these, the *Typographic*, is not, so far as I know, published in any series of readers. The only attempt that I have ever seen to exhibit it in print, was in a past number of the *Rhode Island Schoolmaster*.

The idea of the method is to use different font *a*'s for the different sounds of *a*; so for the other vowels. Thus, a bold-faced letter may always represent long *a*, as **fate**. A light

faced, or ordinary letter, short *a*, as, fat. The Italic letter may denote a silent letter, as fat*e*. It is thought that an ordinary printing-office would supply enough different fonts to meet all the difficulties mentioned above. A special advantage of this method is, it uses the regular print throughout, and no new letters have to be learned, or old ones unlearned, as would be the case when each sound has its own character, and each character its own sound. But to this, it will be objected, that pupils cannot easily distinguish slight differences in forms of letters. For instance, they are always confounding *p*, *q*, *b*, and *d*, etc. The appearance of a page prepared according to this method is, also, much against it. This m*a*y be s*ee*n from this sentenc*e*, printed in the prOpOSed manner.

This method meets the seventh difficulty in addition to those overcome by the preceding method. It is hardly possible that this advantage will be considered sufficient to counter-balance the disadvantage which many will affect to see in the irregularity of the type. No change in the spelling is involved in the Typographic method.

R. H. HOLBROOK.

EDUCATIONAL BOOKS, NEW AND OLD.

BIBLIOGRAPHIC AND EXPOSITIVE NOTES.

Second Paper.

"Publications of the Central Society of Education." London: Printed for Taylor & Walton, Booksellers and Publishers to the Society, Upper Gower Street. Three volumes, issued respectively in 1837, 1838, and 1839. Each volume contains over 400 pp. octavo, and has a copious index. Paper and print good. The object of the *Central Society of Education* was "to collect, to classify, and to diffuse information concerning the education of all classes, in every department, in order to learn by what means individuals may be best fitted in health, in mind, and in morals, to fill the stations which they are destined to occupy in society." The volumes contain numerous essays, from a variety of pens, on almost every subject pertaining to education. Much of the matter is exceedingly well prepared, and almost all of it has historic value.

The Schoolmaster: Essays on Practical Education, selected from the works of Ascham, Milton, Locke, and Butler; from

The Quarterly Journal of Education, and from Lectures delivered before the American Institute of Instruction. London: Charles Knight, 22, Ludgate Street. 1836. Two volumes of over 400 pp. each. This work was published under the superintendence of the Society for the Diffusion of Useful Knowledge. The first volume is particularly rich and varied. It contains a pleasant analytical account of Ascham's Schoolmaster; Milton's Tractate to Hartleb; Analysis of Locke's Thoughts on Education; Bishop Butler's Sermon on Charity Schools; an Educational Discourse by Dr. Francis Wayland, etc. The second volume is more directly practical, containing essays on the method of teaching different branches of knowledge.

The Educator. Prize Essays on the Expediency and Means of Elevating the Profession of the Educator in Society. By John Lalor, Esq., J. A. Herand, Esq., Rev. E. Higginson, J. Simpson, Esq., Mrs. G. R. Porter. Under the sanction of the Central Society of Education. London: Taylor & Walton, 28, Upper Gower Street. 1839. Octavo, 535 pages. This book contains five good essays, selected out of twenty-four which were prepared in consequence of a prize of one hundred guineas having been offered for the best paper on the subject which gives the title to the book. The prize was awarded to John Lalor, Esq., whose essay, covering 130 pages, is a valuable treatise on the principles of education.

The Institutions of Popular Education. An Essay. To which the Manchester prize was adjudged. By Richard Winter Hamilton, LL. D., D. D., Minister of Belgrave Chapel, Leeds. Second edition, fifth thousand. Leeds: James Y. Knight, 39, Briggate; London: Hamilton, Adams & Co., Jackson & Walford. MDCCCXLVI. 353 pages. Good print and paper. This volume comprises a single long essay, to which a prize of one hundred guineas was adjudicated over thirteen competing volumes. The work became popular, and created much comment in its day. It is written in an elegant and scholarly style, and in a religious spirit. It deals in general principles, and throws light upon the progress of English thought concerning human life and culture. A very readable book—quotable, classical.

The Principles and Practice of Early and Infant School-Education, with an appendix of infant-school hymns and

songs, with appropriate melodies. By James Currie, A. M., Principal of the Church of Scotland Training College, Edinburg, author of "Common School Educator," "Elements of Musical Analysis," "Practical Arithmetic," "School Grammar," etc. Twelfth edition. Thomas Laurie, London, 30, New Bridge Street. Edinburg, 38, Cockburn Street. Pp. 310, cloth. Designed for students in Normal Schools. Divided into four parts, treating on, first, Principles of Early School Education; second, Subjects of Instruction in the Infant School; third, Elements of Criticism as applied to Teaching and School Management; fourth, School Structures and Organization. Each part is sub-divided into chapters, and these into distinct sections. An admirable little book, full of good sense and direct instruction, very clearly written and wonderfully well systematized. Modern and inexpensive.

The Principles and Practice of Common School Education. By James Currie, A. M. Tenth edition. Thomas Laurie, London and Edinburg. 1872. 8 vo., cloth, pp. 504, price four shillings. Comprises Part I, on the Principles of Education; Part II, on School Management; and Part III, on Method. A capital treatise on theory and practice. Practical, pointed, and brief. Free from nonsense. Crisp in style, and transparent in thought.

Education for the People. By Mrs. Hippisley Tuckfield. Embracing, I, Pastoral Teaching; II, Village Teaching; III, The Teacher's Text-book; IV, Instruction of the Deaf and Dumb. London: Printed for Taylor & Walton, 28, Upper Gower Street. MDCCCXXXIX. Pp. 272. Old-fashioned, didactic and somewhat trite, but not without interest as an English woman's earnest thought addressed to English women.

A Treatise on the Education of Daughters. Translated from the French of Fenelon, Archbishop of Cambray. Boston: Published by Perkins & Marvin, 114, Washington Street. 1831. Pp. 182. The name of the translator is not given, but only the initials, which are W. C. D. The book is one of Fenelon's earliest works. It contains many striking precepts.

Cincinnati, August 30, 1875. W. H. V.

LANGUAGE NOTES.

Ugly. Worcester, strange to say, ventures upon no etymology of this word.

"*Minshew* derives it of *hoghen*, but *Skinner* of *Oga*, horror, q. d. *Ogelic*, *Sax.* horrible, dreadful."—*Bailey*, vol. 1, 1759.

"This word was anciently written *ougly*, whence *Dier* ingeniously deduces it from *ouphlike*, that is, like an *ouph*, *elf*, or *goblin*. In Saxon *oga* is terrour; and in Gothick *ogan* is fear."—*Johnson's Quarto Dict.*, vol. 2, 8th ed., 1799.

Webster derives it from "W. *hag*, a cut or gash; *hagyr*, ugly, rough." He considers it as allied to *hack*, *hatchet*, *hatchel*, *haggle*, *hoe*, and *hew*. This etymology is discarded in the new edition of Webster's Dictionary, and Skinner's etymology is adopted, but more amply illustrated. Richardson also adopts Skinner's etymology.

Barnes, in his *English Roots and Stems*, p. 317, has "'to *ug* at,' to abhor, dread," used in a north provincial dialect. With this he associates *ugly* and *awe*.

Wedgwood, in his *Origin of Language*, pp. 61–2–3, refers it to an onomatopoetic origin.

"The effects of cold and fear on the human frame closely resemble each other. They check the action of the heart and depress the vital powers, producing a convulsive shudder, under which the sufferer cowers together with his arms pressed against his chest, and utters a deep guttural cry, the vocal representation of which will afford a convenient designation of the attitude, mental or bodily, with which it is associated. Hence, in the first place, the interjection ugh! (in German uh! hu! in French ouf!), expressive of cold or horror, and commonly pronounced with a conscious imitation of the sound which accompanies a shudder. Then losing its imitative character, the representative syllable appears under the form of *ug* or *hug*, as the root of verbs and adjectives indicating shuddering and horror. Thus *ug* or *houge* was formerly used in the sense of shudder at, feel abhorrence at.

> The rattling drum and trumpet's tout
> Delight young swankies that are stout;
> What his kind frighted mother *ugs*
> Is musick to the sodger's lugs.—*Jamieson, Sc. Dict.*

In a passage of Hardyng cited by Jamieson, it is related how the Abbess of Coldinghame having cut off her own nose

and lips, for the purpose of striking the Danish ravishers with horror—

'Conseiled al her systers to do the same,
To make their foes *to houge* so with the sight.
And so they did, afore the enemies came
Eche-on the nose and overlip full right
Cut off anon, which was a hougly sight.'

Here, as Jamieson observes, the passage clearly points out the origin of the word *ugly* as signifying what causes dread or abhorrence, or (carrying the derivation to its original source), what makes us shudder and cry ugh!

Ugh! the odious ugly fellow.—*Countess of St. Albans.*

It may be observed that we familiarly use frightful or dreadfully ugly for the extreme of ugliness. The radical syllable is compounded with a different termination in Scotch *ugsome*, what causes horror.

The *ugsomeness* and silence of the nycht
In every place my sprete made sore aghast.
—*Douglas, Virgil.*

From the same root are O. N. *ugga*, to fear, to have apprehension of; *uggr*, fright, apprehension; *uggligr*, frightful, threatening; *uggsamr*, timorous. Then as things of extraordinary size have a tendency to strike us with awe and terror, to make us *houge* at them (in the language of Hardyng) the term *huge* is used to signify excessive size, a fearful size. The connection of the cry with a certain bodily attitude comes next into play, and the word *hug* is applied to the act of pressing the arms against the breast, which forms a prominent feature in the shudder of cold or horror, and is done in a voluntary way in a close embrace, or the like.

The same root is seen in Dutch *huggheren*, to shudder or shiver.—Kiliaan."

EDITOR.

AN OPEN LETTER TO THE EDITOR.

FRIEND HENKLE:

It may not seem a generous thing to send you a complaining epistle so soon after your taking upon yourself the management of what I believe to be the best educational journal in the country; but when I read in the September number the report of what it says I said at sundry times during the last meeting of the State Association, I felt constrained to say to you that Mr. Lincoln's favorite quotation, "Why should the spirit of mortal be proud," was recalled to my mind with funereal distinctness. It is such reports as these that reconcile one to the shortness of life. I purposely forbear to occupy any part of your space with specimens of the brilliant grammati-

cal and rhetorical gems which lie scattered through the report thick as leaves in the vale of Valombrosa, and of which I am reputed to be the author. I can only wish they were with those other gems of purest ray serene which the dark, unfathomed caves of ocean bear. It will be a hard thing to do, but my mind is made up. I know not what course others may take, but as for me, I am resolved hereafter to sit dumb in the councils of the schoolmasters.

I will ask you, however, to make one correction. The change of a word in the last of the two following sentences, found on page 355, near the bottom, places me on the side directly opposite to the one I have always occupied: "It is very sad and disheartening to have to come up here from year to year, and refute the same arguments over and over again, and say they are without foundation. Those who are the advocates of what are called the natural methods of teaching (I correct the grammar as I go along) have *made* these same arguments, I think, the last twenty years, and, if I am allowed to judge, I think we have refuted them very effectually." Now, if you will change *made* to *met*, it will come as near representing what I did say as perhaps I have any right to expect.

An old educational friend, who has the curious habit of thinking for himself, has written to request me to substantiate in a series of articles for your journal, the position I took in one of the discussions reported. This position is found in the following sentences: "I do not believe that education is an empirical matter; it is a science, and there are certain principles so firmly established in the development of mind that they can no more be shaken than you can shake the laws pertaining to gravitation. I believe that the natural methods are just as well established as I believe the laws of mind are established and immovable. I believe that the propriety of the supervision of the instruction in the schools, and the applying of standards to the pupils' and teachers' work, are as thoroughly established as anything within the domain of mind, and that their uses and benefits can by no means be refuted or overthrown." My friend seems somewhat skeptical on all the above propositions, and particularly so on the one contained in the last sentence. I purpose, Mr. Editor, sometime during the year, if time and strength permit, to show your readers, with your permission, the reasons for the faith that is in me on these several points. But before I set out on so arduous a labor, I will say, with all courtesy and deference to those who occupy different ground, I have never seen anything that could strictly be called an argument in opposition. On the other hand, of vigorous assertion and abundant declamation I have seen more than enough.

Hoping that you may, as the conductor of the TEACHER, meet with a success as eminent as that which accompanied the labors of your predecessor, I am, most truly, yours,

JOHN HANCOCK.

EDITORIAL DEPARTMENT.

—— In taking charge of this journal, which, under the able editorship of the Hon. E. E. White, has obtained a well deserved national reputation, we bespeak the kind indulgence of its numerous readers. We pledge ourself, however, to do all in our power to make it worthy of the continued support of teachers. To those who have heretofore aided it by their contributions and unwearied efforts to extend its circulation, we tender our warmest thanks, and hope that they will kindly extend to us the generous support so freely given to Mr. White. We are exceedingly grateful for the encouraging words and expressions of confidence already proffered to us in friendly letters and editorial utterances. In returning to the ranks of educational editors after seventeen years' separation, we find none of our former contemporaries, but their places are supplied by a band of earnest and energetic men, with nearly all of whom we have, fortunately, enjoyed the pleasure of personal intercourse. Our good wishes will follow the retiring editor, who, however, not wishing to sever entirely his connection with the journal that he has so firmly established, and made second to none in the country, has promised to give us occasionally his thoughts, either in contributed articles or editorials.

——Dr. Ryerson, Superintendent of Public Instruction in the Province of Ontario, says of the American school system: "Taken as a whole, I do not think, from my best observation and inquiries, that there is a country in the world in whose cities and towns—except Leipsic, in Saxony—the systems of education are so complete and efficient, as in the neighboring States. Nothing but a personal visit and inspection can convey an adequate idea of the comprehensiveness, completeness, and even, in some instances, grandeur of the establishments and systems of education in the cities and in not a few towns of our American neighbors." But he adds: "When you leave the cities and large towns, and go into the rural part of the State, the peculiar field of a national school law and system, you there find that our American neighbors are not so successful in their public school economy, and accomplish results far below and short of the State appropriations they make, and the machinery they employ for the sound education of all the people."

——We regret to see that the *Evening Post*, of New York, is opposed to the National Bureau of Education. The following is an editorial in the *Weekly Evening Post* of August 18, entitled "Waste in Education":

"The 'National Bureau of Education' has just published as one of its 'Circulars of Information,' an able address which was delivered last year before two of the teachers' associations of New England, by President Chadbourne, of Williams College. We cannot refrain from ex-

pressing our regret that Dr. Chadbourne should have consented to the publication of this paper by Commissioner Eaton's 'Bureau.' We can not see any difference between expending the public money in this way and expending it in making shoes or printing one of Mr. Moody's sermons, or in the re-publication of Professor Marsh's charges against Secretary Delano's management of Indian affairs. The address itself, however, is excellent, as a few of its lively and instructive paragraphs, which we print to-day in another column, will show."

Certainly the Bureau of Education may publish and circulate a good educational address with as much propriety as Congress prints and circulates in the Congressional Globe, political speeches, good, bad, and indifferent. The seductive doctrine of "*administrative nihilism*," in practice, needs important limitations. To be consistent, the *Post* must attack, among other things, the publication by the Patent Office of the Official Gazette. We have no fear that the national government will, by interference, injuriously affect the operation of State systems of instruction. Huxley says that so far as his acquaintance goes with those who carry on the business of government, he finds "them far less eager to interfere with the people than the people are to be interfered with." We shall, at some future time, have something more to say on the *laissez-faire* doctrine of government, or *astynomocracy* as it has been appropriately called, since it bears closely on the right of a State to establish free schools.

JAMES JOHONNOT AS AN EDUCATIONAL ICONOCLAST.—The *School Bulletin*, of Syracuse, N. Y., says that at an association last summer at Port Dickinson, the leading feature was an address by Prof. James Johonnot. "Drawing five lines on the board, he said the first represented natural science, the second philosophy, the third language, the fourth mathematics, and the fifth æsthetics. The first and second were primary, embracing all knowledge. The others were secondary; were accessories to the first. Yet the great mistake of modern education lay in devoting all school study to the third and fourth instead of the first and second. The most absurd thing in the world is to study the spelling book. We should burn them all, and by teaching no word in advance of its use escape the possibility of bad spelling. We should banish all reading books. Our arithmetics and geographies answer every purpose and we may as well learn our reading incidentally as we study. As for grammars, of course, their day is gone by."

Such unguarded utterances are to be regretted. We can hardly believe that Mr. Johonnot's views have been correctly stated. His reputation as an educator will, in the end, be better, if he shall be able to deny the accuracy of the report. Spelling-books will, in some way, be useful until the greatly-desired time shall come in which they shall give place to pronunciation-books, as a consequence of the introduction of a reformed orthography. The doctrine that a child, to be perfectly taught, should never see or hear a word except in a sentence, is absurd. Although a word can be thoroughly learned only *in situ*, yet it does not follow that all cabinet study of it is useless. We may learn the spelling,

the pronunciation, the etymology, and the use of a word. It does not follow that all these things must, in a correct system of education, be learned at the same time. Let us suppose that a pupil instructed on Mr. Johonnot's plan should hear a public speaker use the word *psychology* in a sentence which gives no clue to its meaning. The pupil goes home, takes his dictionary resolving to find out the meaning of this new word. He has never studied a spelling-book, nor been allowed to do such a silly thing as to attend a spelling-school, where unphonetic words are sure to receive especial attention. He looks at all the words beginning with *Si*, then at those beginning with *Sy*, *Ci*, and *Cy*, without success, and finally gives up in despair. The worthless knowledge acquired from the study of a good spelling-book, might here be turned to account. We protest against teaching children to learn to read from arithmetics and geographies in view of the highly-exciting character of the reading matter in these books. Imagine the avidity with which a nervous girl would seize upon her new arithmetic, hardly stopping its perusal until reaching its last page.

The days of grammars have not passed, nor will they for a century to come. The heavy battalions of scholars will, in the contest between grammar and no grammar, be too much for Mr. Johonnot and his light brigade.

——The Western Journal of Education declares that irregularity of attendance at school is aggravated by teachers assuming the power of parents, and that one of the beauties of the Chicago plan is that the teacher is able to say to the parent, "It is my duty to *teach* your child when he has been brought to school. It is *not* my duty to make him come to school, nor compel him to behave himself when in school." If this is Chicago orthodoxy, all inefficient disciplinarians should straightway start on a pilgrimage to this celestial city. We doubt, however, whether the sensible keeper of the gates, J. L. Pickard, would hail their arrival with any great demonstrations of joy.

——Gail Hamilton's educational articles in the *Independent* are an odd mingling of superficiality with occasional exhibitions of good sense. Her mode of treating educational questions compares very unfavorably with the cautious and judicial style that characterizes the utterances of Miss Anna C. Brackett.

——It is said that of two hundred and seventy-nine American colleges only one-third retain the English method of pronouncing Latin.

——The daughter of a clergyman of the Church of England has just entered the School of Medicine of Boston University. May the time soon come when the high standing of American schools shall be such that they shall be largely attended by European students.

——It is said that last year there were of the schools of theology, law, and medicine, of Harvard, 351 graduates, of Yale, 206, and of Boston University, 352; this year of Harvard, 69, of Yale, 53, and of Boston University, 111.

——Prof. Proctor, of England, will make another lecturing tour in America. He will in this tour take in Quebec, New Orleans, and San Francisco. His first lecturing place will be at the Lowell Institution, in Boston, where he will give twelve lectures.

——Alvan G. Clark, of the well-known firm Alvan Clark & Sons, last summer made two interesting discoveries of double stars, with a fine 12-inch object glass made for Dr. Draper.

——The *Atlanta Advocate* of February 24, says: "Mrs. Clark, widow of the late beloved Bishop Clark, of Cincinnati, and Mrs. Chrisman, of Topeka, Kansas, spent a few days in Atlanta last week, on their way to Florida. They left checks in the hands of Bishop Haven, to the amount of $1,000 each, for our schools in this city."

——The Rhode Island State Medical Society recently adopted resolutions recommending that children under seven should not attend school; opposing study out of school hours, as a rule, and expressing opposition to more than three hours close study per day for children under twelve, and four hours a day for children over twelve.

——Mr. Ed. G. Smith, of Highland County, has, within two months, sent *fifty-seven* subscriptions to the Educational Monthly. Who can surpass this good work of Mr. Smith's? If we had such workers in each of the eighty-eight counties of Ohio the result would be a subscription list of nearly five thousand from their efforts alone.

A QUERY.

Mr. Editor:—Will you allow me to make, through your pages, an inquiry of the State Commissioner: Can he not so classify the qualifications required that the teachers in the lower grades may avail themselves of the convenience of a State certificate?

I suppose, of course, the greater includes the less, and on that principle a High-School teacher, never having been in a primary school-room more than twenty minutes in her life, is required to show how she would teach primary scholars to read.

But the less need not necessarily include the greater, and surely some of our best and most successful teachers ought not to be debarred from the pleasant and independent feeling which a State certificate brings, because they cannot solve right-angled triangles, or give the laws of the mechanical powers.

Cannot there be two grades of certificates, one, for instance, up to the A and B grammar grades, and the other for the higher? S.

In answer to this query we venture to say that the State Commissioner of Common Schools has no control over the acts of the State Board of Examiners. He appoints them, and they then act under the terms of the law. He can refuse, however, if he chooses, to countersign the certificates. The point brought out by the querist deserves consideration in any future modification of the examination system.

——Mr. Hancock's letter, on another page, will find many a sympathizer. A speech that has to run the gauntlet of phonographer, copyist, and compositor will be sure to receive some scars. We noticed, in reading the report of Mr. Hancock's remarks, that he had been made to utter confused thoughts. We protest, however, against his sitting dumb hereafter in the councils of the schoolmasters, and we feel sure that when future educational battles are to be fought, he will not be a silent spectator. We shall welcome his promised articles, and trust that they will be prepared soon.

PERSONAL.

——Miss Clara Conklin, for six years Principal of the High School at Urbana, Ohio, goes to the Detroit High School.

——Miss Cora McDonald, a graduate of the Salem (Ohio) High School, and for the last four or five years associated with Miss Conklin in the Urbana High School, is resting at her home in Salem this year, and her sister, Miss Nellie S. McDonald, also a graduate of the Salem High School, and who has for the last nine years been engaged in teaching in the High School of New Brighton, Pa., and Martin's Ferry, Ohio, and the Grammar School in Salem, is now teaching in the Marysville (O.) High School.

——Miss Sarah D. Harmon, formerly of Ohio, and last year at Attica, Ind., is now Principal of the High School at Elkhart, Ind. She now rejoices in State Certificates from Ohio and Indiana. Miss L. A. Dimon, of Norwalk, Ohio, is her successor at Attica.

——T. J. Byers, who was Superintendent of the Harrison (O.) Schools, last year, has become Superintendent of the schools of Morgantown, Indiana.

——Miss Millicent Royce, daughter of Chas. S. Royce, of Philadelphia, has entered upon her second year's service as teacher in Grand Rapids, Mich. The many Ohio friends of Mr. Royce will rejoice in the success of his daughter.

——Rev. C. W. Courtwright has succeeded N. M. McLaughlin in the superintendency of the McConnellsville Public Schools.

——Miss Lauretta Barnaby, a graduate of the Salem (Ohio) High School, Class of 1865, continues in the High School at Clyde, Ohio.

——CHARLES FILLIUS has succeeded M. Fording as Superintendent of the Canfield Schools. Mr. Fording enters the ministry.

——W. P. COPE continues as Superintendent of the Columbiana Schools.

——MR. DOUGLASS, late of the Alliance High School, has taken charge of the Leetonia Schools.

——MR. I. P. HOLE, last year Superintendent of the Hanoverton Schools, has taken charge of the Minerva Public Schools. Mr. Hole is a veteran in the service. Since resigning the superintendency at Akron, in 1868, he has confined his labors to towns in easy reach of his country home near Hanoverton.

——PROF. H. J. CLARK continues in charge of the Poland Academy.

——PROF. AARON SCHUYLER has been elected President of Baldwin University, Berea, Ohio, and been made a LL. D. *Dr.* Schuyler sounds well.

——THE salary of Supt. Ellis, of Hamilton, O., has been increased from $2,000 to $2,200.

——JOHN H. LOOMIS, for several years past the efficient Superintendent of the schools of Napoleon, Ohio, has accepted the principalship of one of the Chicago schools. J. F. McCaskey, of New London, succeeds him at Napoleon.

——GEO. H. HILL remains in charge of the schools of Milford, Ohio, at a salary of $1,000, an increase of $200.

——W. B. DIMON, Jr., of Milan, Ohio, takes charge of the school at Genoa, Ohio.

——W. O. BROWN, of Columbus Grove, takes charge of the schools of South Toledo, Ohio.

——W. H. BENNETT, a graduate of Waterville College, Maine, succeeds Mr. Hall as principal of the Republic Normal School, Ohio.

——W. H. PRITCHARD succeeds J. A. Garner as Superintendent of the Schools of Shelby, Ohio. Mr. Garner is reading medicine.

——L. M. DILLMAN, of Camden, Ohio, has returned to Monroeville, Ind., at a salary increased to $900.

——J. P. SHARKEY, last year at Monroe, goes to Somerville, Ohio, at a salary of $700.

——J. W. DOWD, formerly at Chillicothe, succeeds H. P. Ufford as Superintendent of the Schools of Troy, Ohio.

——MRS. MARY A. MARSH, of Upper Sandusky, received last year a salary of $600, the highest salary paid teachers in rural districts in Wyandot County.

——SUPT. J. A. PITTSFORD has entered on his third year at Mt. Blanchard, Ohio.

——SUPT. A. WAYNE KENNEDY has entered on his fourth year at Girard, Ohio, at a salary of $100 per month.

——MISS H. U. MAXON, for sixteen years a teacher in Gallipolis, has accepted a position in the schools of Springfield, Ohio.

——President Finney, of Oberlin, died of heart disease, on the 8th of August last.

——Mr. J. D. Phillips, of Marietta, received a handsome present from his pupils at the close of the last term. Mr. P. has one of the best conducted Grammar Schools in Ohio.

——We are indebted to Superintendent J. H. Grove, of Wilmington, for the names of the principals of the graded schools in Clinton County, with their salaries, as follows: Sabina, A. B. Painter, $75 per month; Martinsville, T. J. Moore, $100 per month; New Vienna, W. D. Moore, $85 per month; Blanchester, C. E. Hitchcock, $100 per month; Clarksville. D. W. C. Keever, $100 per month; Wilmington, J. H. Grove, $1,500 per year; High School, Samuel Fish, $1,000 per year; Grammar School, Henrietta Moore, $600 per year.

——Supt. A. S. Wardner, of Jefferson City, Mo., has accepted a professorship in Washington University, St. Louis.

——H. B. McClure is Mr. Giauque's successor at Glendale, Ohio.

——Mr. Abram Brown, formerly Principal of the Columbus (O.) High School, and latterly the western agent of Clark & Maynard, with headquarters in Chicago, has been elected Principal of the Omaha High School, at a salary of $2,250. Mr. Brown will certainly prove successful in his new position. Mr. Snow, the former principal, has gone to California, at a salary of $2,400, in gold.

——Duane Doty, formerly Superintendent of the Detroit Public Schools, began, on the first of October, his duties as Assistant Superintendent of the Chicago Public Schools. Mr. Pickard will find Mr. Doty an able and experienced man in the management of schools.

——Prof. Stevens, of Dennison University, is the editor of "Select Orations of Lysias," announced by Griggs & Co.

——Mr. Joseph G. Edgerly, of Manchester, N. H., recently took charge of the Fitchburg (Mass.) Schools. Salary, $1,800.

——The Rev. Dr. Lemuel Moss, late of the University of Chicago, is the new President of the State University, at Bloomington, Ind. Salary, $3,700.

——The Rev. W. H. H. Adams is the new President of the Wesleyan University at Bloomington, Ill. He is said to have had no previous experience as a teacher. A Board of Trustees that elects an inexperienced teacher to such an important post as the presidency of a college does an unwise thing. The result *may* not be a failure; men have fallen from four-story houses without serious injury.

——The Rev. Dr. Cyrus Nutt, for about fifteen years President of the Indiana State University, died in August last. Dr. Nutt was a genial man, and our pleasant educational intercourse with him from 1854 to 1859, shall long be remembered.

——L. M. Bailey, late of Genoa, Ohio, has a pleasant appointment in Cleveland, Ohio.

——J. W. Worst remains as Principal at Elmore, O.

——Miss M. L. Benny, of Rochester, Minn., and formerly of Indiana, has taken her place as teacher in Placerville, Cal.

——S. R. Winchell, editor and proprietor of the School Bulletin and Northwestern Journal of Education with Mr. Stowers, has just opened a Collegiate Institute in Whitewater, Wis. He will, however, continue to publish the Bulletin in Milwaukee. We wish Mr. Winchell unbounded success.

——C. F. Dean has taken charge of the Ironton High School. The Board at Washington, Fayette Co., his former place of teaching, gave him a very flattering endorsement.

——Capt. Wm. Wood, who for the last four or five years has been Superintendent of the Findlay (O.) Public Schools, has entered upon a like position in Salem, Ohio. at a salary of $1,600 a year. He has been succeeded at Findlay by C. F. Palmer, of Columbus.

——Mr. G. F. Mead has taken charge of the New Lisbon (O.) Public Schools. His predecessor, R. W. Taylor, has become editor of the Buckeye State, published at New Lisbon.

EDUCATIONAL INTELLIGENCE.

—— When notified that a subscriber has failed to receive any number of this journal due him, we always remail it.

——The October North American Review contains a forty-two-page article, by Charles Kendall Adams, on State Universities, as a review of Andrew Ten Brook's recent work on American Universities. The writer takes high ground as to the duty of the State in relation to higher education. We shall take occasion to refer to the writer's views at some future time.

——A telegram from Muskogee, Indian Territory, dated October 12, contains the following statement in reference to the Choctaw Public Schools: "The report of the superintendent of public schools in Choctaw Nation, shows that $12,000 was expended for school purposes in eleven months, to September 22d, 1875; that they have a new academy for the boys and a new academy for girls, with fifty pupils for each, and fifty-four neighborhood schools. The attendance has been better than heretofore. The nation selects five boys and five girls from the academy, the most advanced scholars, and sends them, at the expense of the nation, to the States to finish their education. Of those selected, two are at Shertliff College, three at Booneville, Mo., two at Columbia, Mo., one at Texas, one at Nashville, and one at Addington, Va."

——The magnificent bequests made by rich citizens of the United States in behalf of education, find no parallel at present in Europe. The total amount of the bequests made by the late Mr. Hopkins, of Baltimore, for the establishment of a new university exceeds three million of dollars. The president elect, Henry Gilman, late of San

Francisco, is now in England, maturing plans for future action. No permanent buildings are to be erected until the faculties are in working order, and the wishes of each professor can be consulted. This is wise. We know of a hundred-thousand-dollar school house in Ohio, which is a wretched failure in plan in consequence of the Board of Education's having no judicious and intelligent superintendent to consult in making their plans. The only chair yet filled in the Hopkins University is that of Mathematical Physics, by H. A. Rowland, a gentleman known among physicists for his magnetic researches. President Gilman's desire is to secure professors and lecturers devoted to original research. The University is to be free from all political and ecclesiastical influence.

——THE September number of the Maryland School Journal gives a glowing editorial account of the Maryland State Teachers' Association, which met at Cumberland, August 25th. Everything outside of the programme seemed to please Bro. Newell—the mountain scenery, the bracing air, the lunch at Lonaconing, the comforts of the Queen City Hotel, in Cumberland, and the obliging demeanor of the hostess, Mrs. Anderson. He was annoyed, however, and no doubt justly, at the fact that two essays which could have been made shorter with a manifest improvement, exceeded the time allowed by the committee. Brevity is a lesson that ought to be learned by very many educational performers. Another annoyance was the undue prominence given to a discussion of the comparative merits of language and science as instruments of education, growing out of two papers read before the association, developing two radically different methods of education.

——WE find the following literary gem in the School Bulletin, taken from the Detroit Post. It is said to be a *verbatim* copy of the rules and regulations drawn up by the school board of a district in Sanilac County:

1st) School to Comenc at nine O.clock A. M and close at four P. M. School to be cept quite dureing School hours.
2ed) No Swareing nor quarling at reesesss nor noon times or at School. No throwing of Stones or snow balls around the school house or in it.
3ed) No children to be allowed to come to school with sore eyes or other Catching Diseses. No Schollars to be allowed to goe into the neabering houses ecept it be necessiery.
4t) No ink to be allowed to be Spilt or thron about on the Desks or any of the school furniture. No scratching of Desks or marking of the same in any way or any of the School furniture.
5th) Children must render strict Obedence to thair teacher.

——WE recently improved the opportunity of looking through the great book store of Jansen, McClurg & Co., Chicago. It is one of the finest in America, and the business of the firm is probably not equaled by that of any similar firm in the West. They have published a number of popular books, including "Caton's Summer in Norway," Upton's "Memories," and Swings "Truths for To-day." They have recently issued "The Primer of Political Economy," embodying the elements of political science, in sixteen definitions and forty propositions.

E. E. W.

——HOWARD CHALLEN, of Philadelphia, has issued the Arabian Nights' Entertainment in a series of neat dime pamphlets. The first number contains "Aladdin, or the Wonderful Lamp," and two other stories; the second "Ali Baba and The Forty Thieves"; the third "Sinbad, the Sailor", the fourth "Noureddin and the Fair Persian"; and the fifth "Ganem, the Slave of Love." These fascinating tales are classic, and they may be read with profit as well as pleasure by every young person. They may be used with advantage to supplement the readers in our schools, and this cheap edition is well adapted for this purpose.

——MESSRS. POTTER, AINSWORTH & Co., New York, have issued "Patterson's Complete Composition Books," a handsome series in four numbers. They all contain the same directions and suggestions, with rules for punctuation, business forms, illustrations of methods of correcting errors, etc., but the several numbers differ in quantity of paper and style of binding. The paper is excellent, and, in all respects, the series is the most complete one that we have seen.

——WILSON, HINKLE & Co., Cincinnati, have in press and will publish on or about the first of November, 1875, Chapters on School Supervision, a practical treatise on superintendence, grading, arranging courses of study, the preparation and use of blanks, records, and reports, examinations for promotions, etc., by William H. Payne, M. A., Superintendent of the Public Schools of Adrian, Mich. 12 mo., about 216 pages, cloth; price, $1.25.

——NEWARK, O.—The addition of a new building, with eight school rooms and an office, has much improved the school accommodations. The teaching force now consists of the superintendent, three teachers in the high school, twenty-four in the grammar and primary schools, a special teacher of grammar and music, and a special teacher of penmanship. Supt. Hartzler has begun an excellent work.

——A LADY, who holds a certificate from Prof. Walter Smith, Boston, wishes to secure a position as teacher of Free Hand Drawing and Penmanship. Can furnish excellent testimonials. Address this office.

INSTITUTES.

ADAMS COUNTY.—Place, West Union; time of beginning, July 26th; enrolment, 128; instructors, Hon. C. S. Smart, J. C. Hartzler, U. T. Curran, Joseph Smith, and L. J. Fenton; evening lecturers, Curran and Hartzler. The evening lectures were well attended and well received. Social, Friday evening. One of the best institutes ever held in the county. Subscriptions to the MONTHLY, 19.

SUMMIT CO.—Place, Cuyahoga Falls; time of beginning, August 2d; duration, two weeks; enrolment, 75; instructors, William Mitchell, A. E. Gladding, J. A. Williams, and H. L. Peck. Capt. Mitchell lectured on the Science of Pedagogics, Primary Reading, and Language Lessons.

The reporter says he "won golden opinions as one of the most genial and efficient instructors with whom our teachers have ever met." Mr. Gladding, a young worker, did excellent work in Drawing and Geography. Mr. Peck presented Arithmetic, and Mr. Williams Grammar. The fact that the attendance and interest increased up to the last day, is considered as proof that the experiment of holding a two weeks' institute was a success. Executive Committee for 1875–6, A. E. Gladding, Hudson; M. P. Hayden, Inland; and Mrs. C. O. Knox, Cuyahoga Falls. Subscriptions, 32.

Note.—We hope that in future all reporters of institutes will give the names and post-office addresses of the members of the newly-elected executive committee.—EDITOR.

SCIOTO CO.—Place, Portsmouth (?); time of beginning, August 27; enrolment, 168; instructors, Alex. Forbes, of Cleveland, and Professor Campbell, of Portsmouth. "The institute was a success from beginning to closing." Subscriptions, 20.

PICKAWAY CO.—Place, Circleville; time of beginning, August 23d; enrolment, over 100. R. W. Stevenson lectured on "Organization of Schools," "School Government," "Moral Training," "Practical Arithmetic," and "How to Teach Geography." Mrs. A. J. Rickoff on "Language Lessons," "Primary Instruction," "Reading," and "The New Education." M. H. Lewis on "Primary Instruction," "Education," "Orthography," and "Grammar." Harp Van Riper on "Penmanship," and Lillie C. Darst on "Composition." Mrs. Rickoff, Miss Darst, and Mr. Stevenson gave evening lectures. Officers for 1875–6, W. C. Rew, Prest.; Ida M. Cantner, Vice-Prest.; Wm. F. Mader, Sec.; and J. W. Jones, Treas. Subscriptions, 15.

MADISON CO.—Place, London (?); time of beginning, (?); enrolment, 53 gentlemen and 56 ladies; instructors, John Ogden, J. C. Ridge, Lewis Prugh, and W. M. Harford. Officers for 1875–6, G. A. James, Pres.; J. C. Bagnall and Lide Mason, Vice-Prests.; John M. Roberts, Sec.; and F. B. Pearson, G. B. Cannon, and Minnie Willis, Executive Committee. Subscriptions, 21.

MEIGS CO.—Place, Middleport; time of beginning (?); instructors, Supt. S. Findley, of Akron; Supt. Spalding, of Gallipolis; and Professor Goodnough and wife, of Columbus. Officers for 1875–6, Mrs. H. B. Scott, President; T. C. Flanegin, Vice-President; John M. Stivers, Secretary; and Mrs. A. C. Parker, Treasurer. The MONTHLY received an endorsement by resolution. Subscriptions, 20.

UNION CO.—Place, Marysville; time of beginning, August 16th; enrolment, 75; instructors, Professor W. G. Williams, J. S. Campbell, J. C. Hartzler, E. H. Cook, Professor Merrick, and Hon. C. S. Smart. Evening lecturers, Smart, Hartzler, Williams, Merrick, and Campbell. Subscriptions, 32.

ALLEN CO.—Place, Lima (?); time of beginning, August 23d; instructors, G. W. Walker, J. D. Flenner, S. D. Crites, S. Steffens, E. D. Haines, and R. C. Eastman; evening lecturers, C. S. Brice, Esq., and Rev. S. C.

Webster. Professor J. C. Ridge gave readings one evening. Subscriptions, 7.

MAHONING Co.—Place, Canfield; time of beginning, August 9; enrolment, 150; instructors, Hon. B. G. Northrop, of New Haven, Conn., Professor H. J. Clark, of Poland Union Seminary, and W. D. Henkle. Mr. Northrop gave evening addresses, one entitled "The New Era in Europe, and its Lessons for us," and the other on "The New Era in Japan." These lectures, popular in character and style, were highly esteemed. On Friday evening, at the request of Canfield citizens, Mr. Northrop lectured on "Village Ornamentation." Executive Committee for 1875–6, Reuben McMillan, of Youngstown, R. W. Dickson, of Ellsworth, and Geo. W. Allen, of Poland. Subscriptions, 12.

HAMILTON Co.—Place, Lockland; time of beginning August 30th; enrolment, 150; instructors, Capt. William Mitchell (geography and pedagogics), A. B. Johnson (grammar and penmanship), L. A. Knight (arithmetic and reading), and F. C. Wilson (drawing). The arithmetical prize was taken by F. W. Bryant, of Mt. Airy; the spelling prize by J. M. Miller, of Lockland; and drawing prizes by Lottie Leopold, of Norwood (1st), Sallie Armstrong, of Montgomery (2d), Mrs. Maggie Holtsinger, of Sharonville (3d), and G. F. Voorhes, of Mason, Warren Co., (4th). Executive Committee for 1875–6, W. W. Locke, Lockland, and L. A. Knight, Madisonville. President, F. E. Wilson, of Riverside; Secretary, J. P. Cumming, of Plainfield. Meeting next year to be held in Lockland. Subscriptions, 30.

GREENE Co.—Place, Xenia (?); time of beginning, July 19th; enrolment, 70; instructors, R. W. Stevenson, G. S. Ormsby, and Wm. Reece. Resolutions complimenting the instructors were adopted unanimously by a rising vote. Subscriptions, 6.

The Xenia College Normal opened July 26th, and closed August 20th. Fifty practical teachers were in attendance; they were instructed by Professors Smith and Galloway, of Xenia College, and Superintendent Reece, of Jamestown.

WARREN Co.—Place, Waynesville, time of beginning, August 23d; duration, two weeks; enrolment, 56; instructors, H. Bennett (arithmetic and reading), J. H. Dodd (grammar, penmanship, spelling, and pronunciation), Peter Sellers (geography and theory and practice), J. C. Murray (composition, including letter writing), R. H. Holbrook (composition), and J. B. Holbrook, of Baldwin, La. (reading). Re-union Thursday evening, August 26, in Cadwallader's Hall. Subscriptions, 26.

MARION Co.—Place, Marion (?); time of beginning, August 23d; enrolment, 165; instructors, H. N. Carver, of Medina (geography, reading, spelling, and grammar), G. W. Welsh, of Lancaster (arithmetic, theory and practice, and language lessons), and J. S. Boyd, of Marion (drawing). Three evening lectures.

COSHOCTON Co.—Place, Coshocton; instructors, Professor W. G. Williams (grammar), Professor T. C. Mendenhall (natural science), and Professor T. C. O'Kane (music). Subscription, 1.

PREBLE Co.—Place, Eaton; time of beginning, August 9th; enrolment, over 150; instructors, Alex. Forbes, of Cleveland; Superintendent T. A. Pollok, of Camden; Superintendent Sheppard, of West Alexandria; and Superintendent Starkey, of Somerville. One of the largest and most successful institutes ever held in the county. Subscriptions, 11.

FAIRFIELD Co.—Place, Lancaster (?); time of beginning, August 16th; enrolment, over 100; intstructors, Professor T. C. Mendenhall (physics and astronomical geography), Superintendent M. Manly, of Galion (arithmetic), S. S. Knabenshue (language lessons and theory and practice). Professor Mendenhall gave an evening lecture on Magnetism. Subscriptions, 27.

CLERMONT Co.—Place, New Richmond (?); time of beginning, August 10th; duration, two weeks; enrolment, 110; instructors, John Ogden, of Worthington, J. H. Laycock, of Cincinnati, G. W. Felter, of New Richmond, and C. M. Riggs, of Williamsburg. One of the best institutes ever held in the county. Subscriptions, 29.

HOCKING Co.—Place, Logan; time of beginning, August 16th; enrolment, 85; instructors, R. W. Stevenson and G. W. Welsh. Subscriptions, 26.

JEFFERSON Co.—Place, Steubenville; time of beginning, August 24th; enrolment, 100; instructors, Capt. William Mitchell, of Cleveland, and Messrs. Myers, Lee, and Brinkerhoff, of Harrison Co. A plan for grading country schools was prepared by a committee, and, having been adopted by the institute, was ordered to be printed for general distribution within the county. [We shall be glad to receive a copy when printed.—Ed.] MONTHLY remembered.

MONROE Co.—Place, Woodsfield (?); time of beginning, August 16th; enrolment, about 100; instructors, Professor J. C. Ridge, of Cincinnati, and Professor J. A. Brush, of Mt. Union College. Quite a large number of prominent citizens of the county attended the session. Subscriptions, 22.

DARKE Co.—Place, Greenville; time of beginning, August 16th; duration, two weeks; enrolment, larger than usual. John Hancock, of Dayton, was present the first week. "His lectures were rich in thought, practical in advice and suggestion, were attentively listened to, and well received." Subscriptions, 15.

PERRY Co.—Place, New Lexington; time of beginning, August 23d; enrolment, 110; average attendance, 65; instructors, Professor Eversole of Marion (grammar, arithmetic, and orthography), Professor Hoshor (penmanship), Professor White (elocution), Emma Hesse (geography), Professor Thompson (orthography and etymology), and A. Noon (penmanship). Evening addresses were delivered by Rev. James A. White, of Madison ("Educational Forces"), W. H. Scott, President of Ohio University ("The Prime Qualities of the Teacher"), Col. L. J. Jackson ("Our Common Schools"), Professor Eversole ("School Management"), and Col. J. H. Kelly ("Parental Influence in the School"). Professor

Eversole's instructions in arithmetic and grammar were highly commended, and the institute pronounced the most interesting and successful ever held in the county. Officers for 1875–6, H. F. Acker, of New Lexington, Pres.; W. A. Murdock, of Glenford, Vice-Pres.; Albert Noon, of Shawnee, Sec.; Joseph T. Embury, Mt. Perry, J. G. Kelso, Somerset, and John F. Pace, Rehoboth, Ex. Com. Subscriptions, 9.

HANCOCK Co.—Place, Findlay (?); time of beginning, August 23d; enrolment not reported. Instructors, Harriet L. Keeler (language lessons, reading, and primary instruction), and J. C. Hartzler (arithmetic, geography, writing, and orthography). Evening lecturers, J. C. Hartzler, Hon. C. S. Smart, and C. F. Palmer. Mr. Hartzler's subjects were "The Incoming Age" and "Rome and Her Ruins"; Commissioner Smart's, "Who is Responsible," and C. F. Palmer's, "Teaching as a Profession." The instructions of Miss Keeler and Mr. Hartzler were highly commended. Mr. Smart gave day lectures on County Supervision and Theory and Practice of Teaching. Mr. John A. Pittsford, of Mt. Blanchard, was president of the institute. Subscriptions, 11.

SENECA Co.—Place, Republic; time, last week in August; enrolment, not reported, but larger than last year. Instructors, Prof. R. B. Marsh, of Mt. Vernon, H. B. Furness, of Tiffin, L. M. Sniff, of Michigan, and B. B. Hall and Miss Alice Hall, of Republic. Subscriptions, 7.

CHAMPAIGN Co.—Place, Urbana; time of beginning, July 26th; duration, four weeks; instructors, Capt. A. C. Deuel and Prof. Robert Kidd. The institute was a decided success. Subscriptions, 32.

TRUMBULL Co.—Place, Warren, in the new and beautiful City Hall; time of beginning, August 16th; enrolment, about 350; instructors, Dr. B. G. Northrop, of Connecticut, Hon. E. E. White, and Prof. C. C. Case (music). Mr. Northrop gave two very entertaining evening lectures, and Mr. White one. The interest is said to have increased from day to day to enthusiasm, and the institute was pronounced the best yet held in the county. Subscriptions, 32.

HIGHLAND Co.—Place, Hillsboro; time of beginning, August 9th. No report. Subscriptions, 45, sent by that indefatigable worker, Ed. G. Smith, who has sent 57 subscriptions within two months.

PORTAGE Co.—Place, Ravenna; time of beginning, August 9th; duration, two weeks; enrolment, 80. Mr. Wm. Watkins, of Dayton, was one of the instructors.

ASHLAND Co.—Place, Perryville. "The best ever held in the county." No further report.

DEFIANCE Co.—No report. Subscriptions, 10.

DELAWARE Co.—Place, Ostrander; time of beginning, August 9th; enrolment, 100, and a large number of citizens not teachers. Interest very good. No further report, except that 19 subscriptions were taken for the Monthly (not received September 30).

LORAIN Co.—Place, Elyria; time of beginning, August 16th. The regular institute was to be preceded by a three weeks' normal institute. No report. Subscriptions, 21.

BELMONT Co.—Place, St. Clairsville; time of beginning, August 16th; enrolment, 162, and many citizens besides; instructors, R. B. Marsh, of Mt. Vernon (reading), J. J. Burns, of St. Clairsville (geography and English grammar), and Mrs. F. W. Case, of Columbus (primary instruction). Supt. Burns lectured on Tuesday evening, and Supt. Marsh gave an elocutionary entertainment Thursday evening. The session was pronounced the best and most successful held in the county for years. Subscriptions, 21.

GALLIA Co.—Place, Gallipolis (?); time of beginning, August 2d; duration, two weeks. Instructors, Supt. E. E. Spalding and Miss Porter, who were heartily commended. Subscriptions, 18.

MERCER Co.—Place, Celina; time, first week in September; enrolment, 75; instructors, S. F. De Ford, of Ottawa, J. A. Peasley, of Columbus, Supt. F. J. Barnard, of Celina. Monthly remembered.

CLINTON Co.—Place, Wilmington (?); time of beginning, August 9th; enrolment, 108. Instead of the lecture plan, a system of recitations and class drills in the different branches was adopted. The teachers took an unusual interest in the institute, making it the most successful held for years. Subscriptions, 43.

PUTNAM Co.—Place, Ottawa (?); time of beginning, August 2d; instructors, Pres. Schuyler, of Berea, S. F. De Ford, and J. A. Peasley of Columbus. The instructors gave excellent satisfaction. The unprecedented rains prevented many teachers from attending. Subscriptions, several.

MIAMI Co.—Places, West Milton and Piqua; time of beginning, July 30th; duration, four weeks, two in West Milton for ungraded schools, and two in Piqua for graded schools. Instructors, Miss Delia A. Lathrop, of Cincinnati (one week), R. F. Bennett, J. W. Dowd, C. W. Bennett, Wm. Jay, and W. Lafe. Miss Lathrop's work was pronounced excellent. Monthly not forgotten.

OTTAWA Co.—Place and time not known; enrolment, small; instructors, Ross, of Fremont, Curran, of Sandusky, and Crumbaugh, of Toledo. Institute good. Subscriptions, 7.

NOBLE Co.—Place, Caldwell; time of beginning, September 27th; enrolment, small; instructors, J. M. Yarnall, of Barnesville, Ohio, and W. H. Morton, of Wheeling, W. Va. Subscriptions, 3.

BOOK NOTICES.

A CLASS-BOOK OF CHEMISTRY. By C. L. YOUMANS, M. D. D. Appleton & Co., New York, 1875. Pp. 348.

Those who have been familiar with Prof. Youmans's Class-Book of Chemistry, will observe in this re-written and revised edition many important changes. The progress of chemical science *compels* frequent changes in text-books on chemistry. The first edition of this work was published in 1852; it was re-written in 1863, and now again in 1875.

The new system of chemical doctrine now generally accepted by chemists, has been adopted in this edition. Part I treats on Chemical Physics, with chapters on Gravity, Molecular Attractions, Heat, Electricity, Light, The Chemistry of Light, and Spectrum Analysis; Part II, of Chemical Principles, with chapters on the General Character of Chemical Action, Theoretical Chemistry, and the Chemical Nomenclature; Part III, of Descriptive Chemistry, with chapters, in Division 1 (Perissad Elements), on Hydrogen, The Chlorine Group, The Sodium Group, Silver, Gold, Boron, The Nitrogen Group; in Division 2 (Artiad Elements), on Oxygen, The Sulphur Group, Copper and Mercury, The Calcium Group, Magnesium Group, Iron, Manganese, Nickel, Cobalt, Chromium, Aluminium, and the Platinum Group, Tin, Silicon, and Carbon and its Compounds; and in Division 3, (Organic Chemistry) two chapters.

This outline will show the excellent range of this work. One feature that we do not remember of having seen in any other chemistry, is that found on pages 340 and 341, viz: Pronounciation of some Technical Terms, Words and Proper names used in the Work. In this commendable feature we observe some inaccuracies which will no doubt hereafter be corrected. There are about a dozen pages of questions near the end of the book. Every teacher of chemistry should give the work a careful examination.

First Book of Zoology. By Edward S. Morse, Ph. D. D. Appleton & Co., 1875. Pp. xii, 190.

This is a delightful book, written *con amore*. Prof. Morse's reputation as a naturalist, and his ability as a lecturer on his favorite themes, is sufficient guarantee that a book on Zoology prepared by him would be a success. We have no hesitation in saying that this book furnishes by far the best introduction to the study of zoology that has as yet been published in this country. We have by a few necessary changes in words made from Prof. Morse's preface the article on the study of zoology found on another page, which will indicate clearly the character of the work.

A Treatise in Plane and Spherical Trigonometry. By C. F. R. Bellows, C. E. Sheldon & Co., New York. Pp. 166. Price, $1,50.

This book belongs to the class of books physically thin, now so popular. Prof. Bellows judiciously adopts the method of treating trigonometrical functions as ratios. The ordinary geometrical method makes the *sine* of an angle a variable quantity, varying as the radius varies. Trigonometrical formulas are presented in four principal divisions, namely, The Relations of the Several Functions of the Same Angle, the Relation of the Functions of Different Angles, the Relation of the Sides and Functions of the Angles of Plane Triangles, and the Relations of the Functions of the Sides and those of the Angles of Spherical Triangles. The author has done his work well, and made a handy text-book.

LIBRARY NOTES. By A. P. RUSSELL. New York: Published by Hurd & Houghton. Cambridge: The Riverside Press. 1875. Pp. 401.

In this volume Mr. Russell has collected the choicest thoughts and facts of all time. They are quaintly joined together under thirteen heads, entitled "Insufficiency," "Extremes," "Disguises," "Standards," "Rewards," "Limits," "Incongruity," "Mutations," "Paradoxes," "Contrasts." "Types," "Conduct," and "Religion." It is not a book that could be written out of one head; it is the product of a thousand heads. It is intensely personal. In that part of the table of contents referring to "Insufficiency" alone appear the names of sixty persons, and this is but a type of the parts relating to the twelve remaining articles. Mr. Russell has done his part of the work well. He is epigrammatic and aphoristic. Some of his thoughts are more finely expressed than the thoughts of others that they are intended to introduce. We have one objection to the book. It is monotonously brilliant. We long for occasional glimpses of darkness. It is not a book to be read rapidly. It would take repeated readings to assimilate the thoughts as Mr. Russell seems to have done. There is enough in it, in the way of anecdotes, epigrams, incidents, etc., to adorn a hundred lectures or speeches. We know that those of our readers who shall procure the book will thank us for calling their attention to it. We cannot forbear, in closing this unsatisfactory notice, giving the first paragraph on "Limits":

"MINDS, like some seed-plants, delight in sporting; there is a great variety in thinking, but the few great ideas remain the same. They are constantly re-appearing in all ages and in all literatures, modified by new circumstances and new uses; though in new dresses, they are still the old originals. Like the virtues, they have great and endless services to perform in this world. Now they appear in philosophy, now in fiction; the moralist uses them, and the buffoon; dissociate them, analyze them, strip them of their innumerable dresses, and they are recognized and identified—the same from the foundation and forever. If a discriminating general reader for forty years had noted their continual re-appearance in the tons of books he has perused, upon all subjects, he would be astonished at their varied and multiplied uses. Thinkers he would, perhaps, find more numerous than thoughts; yet, of the former, how few. The original thought of one age diffuses itself through the next, and expires in commonplace, to be born again when occasion necessitates and God wills. At each birth it is a new creation—to the brain it springs from and to the creatures it is to enlighten and serve. If the writer or speaker could know how often it has done even hack-service in the ages before him, he would repentantly blot it out, or choke in its utterance. In the unpleasant discovery, that indispensable and inspiring quality, self-conceit, would suffer a wound beyond healing."

CONTRACTIONS IN ARITHMETIC.—A new work, containing 212 contractions, mostly new and original, showing how mathematical labor may be abridged, and illustrated by problems selected from the various authors. Sent post-paid on receipt of 50 cents, by the author, J. F. Laning, New London, Ohio.

THE

NATIONAL TEACHER:

A MONTHLY EDUCATIONAL JOURNAL.

Vol. V. NOVEMBER, 1875. No. 11.

A PLEA FOR PUBLIC EDUCATION.

If against our public system of education, whose benign influences we are now enjoying, there had arisen a new system, with higher aspirations and a new and vigorous life and promise, we might bid it God-speed, and decide to give it a fair trial. But the history of that system which is warring against the public schools has been made, and can be read. It has had its day in court—nay, its centuries on the stage of action. If in France, Italy, Spain, Brazil, or Mexico, it can show as the result of its system, a free, educated, industrious, or even what it professes to desire, a virtuous population; if with the purse of these nations for centuries in its hands, and the co-operation of all classes always available, it can point to results in any wise more beneficent than those we have in this land reaped from our public schools, then we may retire from the field and give it up to them.

But not alone in the countries referred to, and under a single creed, has this antagonistic system been tried. For many centuries in England the clergy have had almost unlimited means for conducting the discipline of the people through the same institutions and systems now sought to be substituted for our American system of public schools. And what have been the results there? Out of 27,000 in a given district, in 1846, who assumed the responsibilities of marriage and parentage, 17,000

This plea is an address of Col. De Wolf, of Toledo, on the occasion of presenting (June 25th) to the Board of Education, and other citizens of Toledo, a graduating class of fifteen boys and twenty-one girls. The introductory paragraph is omitted.

signed the register with a mark. In the great riots of Bristol and Nottingham, of Newport, and on other notable occasions, government commissioners, sent to learn the causes of these riots, have reported that they found in one of these districts, and all the cases were similar, 11,000 children of school age, of whom 8,000 never entered a school, and many of the remainder were in schools kept by broken-down shop-keepers and miners, utterly unfitted to educate any one. Yet the government had been under the painful necessity of turning its ordnance, with grape and cannister, upon this neglected and ignorant mass of people. The statesmen of that country have more recently taken up the question of its right to slaughter men whom its neglect or mistaken confidence had permitted to remain in the degradation of ignorance. Under urgent appeals of the sentiment of self-preservation, and the public safety, it has changed its policy in relation to education, and is fast developing a national system of instruction.

I regret to refer to another insidious sentiment, which I fear is gaining ground even in our city. I mean the feeling that a very common school, without a high school, and with the bare rudiments of a grammar school, is good enough for the people. Give them this, say the advocates of this policy, and if they want more education let them pay for it. Stripped of all verbiage, this means simply, "The rich alone should be educated." I speak what I know, fellow-citizens, when I tell you that three-fourths of those attending our grammar and high schools have a parentage who can just afford to spare their children the time to attend these schools, and who could not in addition to this sacrifice add $25 to $50 a year for each of their children in the shape of tuition. They are laboring men and women, men beginning business on small capital, men working on a salary of from $800 to $1,500 a year, and who forego the little comfortable home in many cases until their children are educated. This proposition means that the children of all this class shall not be educated at all except in the merest rudiments. Besides all this, no State that has ever tried a public-school system without a high school, has had public schools other than ragged schools, in which most of the money is thrown away. If the children only of the rich are to be educated, God help us all, and God help the land. To how many of us is it unknown that in this land of public schools every commercial and manufacturing interest looks to the very com-

mon, and even lowest classes, for its leaders, and strongest and most enlightened men? To how many of us is it unknown that the children of the rich more often than otherwise, are willing to rise to the top of our social stream, to float gaudily like bubbles upon the surface, and then glide away into some quiet eddy of ease and comfort, while the great clear stream of human energy moves on, carrying around the mill-wheels and bearing on the commerce of the land? Educate the rich only, and let the enterprises of the classes below these go to swell the class of Communes, and be their leaders in riot and crime, as now in France. The increased inclination of our public school instruction toward the practical industries, renders it doubly proper and necessary that our middle and industrious classes should have the freest access to these systems of instruction. The rich never will and cannot prepare themselves to lead our industries. These must be carried on by men who first learned industry by necessity, and in whom this habit of industry is sustained by an ambition and enthusiasm more fresh and vigorous than the rich can know.

I can only refer to these subjects and their importance. I beg you to make an earnest study of them all. We have in our day seen how mighty is truth to educate a generation to a higher plane of thought and feeling. But the history of delusions in early ages shows also that sophistry has its triumphs, and that there is no security to the best institutions but in eternal and intelligent vigilance.

ORGANIZING A NEW SCHOOL.

On entering a new school a teacher is obliged, in the first place, to ascertain the present condition of his pupils, their advancement, the studies that they are to undertake, their capacity for learning, their dispositions, and some other matters pertaining to them. He is very likely to find his prospective charge a complete chaos, into which he must introduce order and system. Perhaps his predecessor has left with entire unconcern about the future of the school, considering it none of his business what is next to be done therein. Perhaps since the last term new pupils have come into the district, and some have removed. In graded schools similar changes result from promotions. A change of administration generally concerns nobody but the teachers, and the incoming one has the greater

task to perform. To organize a school of fifty or more pupils, with whom the teacher has had no previous acquaintance, is a work that requires some tact. But by the exercise of a little ingenuity, it may soon be brought into working order.

In some instances the work of organizing is delayed, in the expectation of more pupils entering, so as to complete certain classes. This is unjust to those who enter at the commencement of the term. These should be immediately set to work, and should see the advantage of their early entrance, and those who come afterwards should be shown the loss that they have incurred. A temporary arrangement may be made at the beginning, and modifications and changes made afterwards, as circumstances require. Whether the number of pupils at the beginning be many or few, they should be forthwith set to work in some way.

On entering a new school a teacher does well to listen to hints from the school-board, parents, and pupils, about former plans and customs, and what is now deemed necessary, but his judgment must be brought into requisition, to determine how far he may be controlled by them. He may hear some things that will deserve nothing but a respectful hearing. If he fully understands his business, he will know how to go to work when he has ascertained the character of his charge.

After opening the new school, and pronouncing his preliminary address (if he deem this appropriate), he should give general explanation of his plans and methods of conducting exercises. He then should enrol the pupils, their ages, and the studies that they intend pursuing. For this purpose he should have papers ruled with columns for their names, ages, and branches of study. From these papers the names can be copied into the register and class-book. He will by this means ascertain what classes he will have, and then know how to make a programme of daily exercises.

In ascertaining the studies that the pupils intend taking, and their present status, he may first take their word. Next he should assign a lesson in each branch which they desire to take. After hearing a lesson by each class, he will have some idea of the time that they will require; he will also know whether they are competent to proceed as they first report themselves as intending, or whether they must be set back. When these, and some other things, are known, he must assume the prerogative of arranging classes and directing studies.

On each succeeding day, as the teacher observes new pupils in attendance, he should greet them in a respectful manner, then proceed to enrol their names and studies, as he did with others on the first day. He should then assign them seats, and inform them when their times of recitation will be; thus he will set them to work at once, and he should make them feel at home. Neglecting to do this is a gross act of injustice to a new pupil, and it may much injure the character of the school, while a careful attention to it will be a great advantage.

A teacher who fully understands his work, knows what studies and exercises will be most profitable for each pupil. Some respect is due to the wishes of parents and the inclination of their children; but he must have authority to enforce such regulations as knows will most benefit his school. He cannot be expected, however, to yield to all the whims of crotchety people. He should rather be able to show what is most needed.

The daily exercises of a school should be so regulated as to give each pupil, as nearly as possible, the same amount of time for study and recitation. Justice to all requires this. Teachers are often accused of partiality in giving more attention to some pupils than to others. This they must sedulously guard against, and they can easily do it. When a school is fairly organized, and a routine of exercises established, it should be strictly followed till a necessity for change is apparent. The labor of each day will thus be much facilitated and rendered more efficient. There are many other things that will call for the teacher's ingenuity, and he must be prolific in expedients. What applies well in one place may not in another. But few rules can be made that will not require exceptions, and hence adaptation to present needs must be studied and practiced.

G. D. Hunt.

SUBJECT, OBJECT, ATTRIBUTE (*i. e.* PREDICATE), AND APPOSITIONAL CLAUSES.

A conjunction used to introduce a subject, object, attribute, or appositional clause, is an expletive.

Let us first illustrate by pronouns. "Who was the author of Junius's Letters has never been satisfactorily determined." "He asked who would go." "The question was, who discovered America." "The question, who discovered America, was

asked." In the sentence above, *who* is an interrogative pronoun, the questions being implied. When the questions are stated, we have: "He asked, 'Who will go?'" "The question was, 'Who discovered America?'" etc. *Which* and *what* are used in a similar manner. Being interrogatives, they do not connect clauses or anything else; neither are connectives understood, as the sentences are complete.

Let us examine adverbs. "Why he resigned his office, is not certain." "The question is, When did Columbus discover America?" "I know where he lives." "The question, How shall the treasury be replenished? was asked." "He asked, 'How much did the church cost?'" *How*, *when*, *where*, and *why* are not conjunctive adverbs, as they do not connect anything. They are interrogative adverbs; when not directly stated, the question is implied in each instance. "At what period the poems of Homer were written, has never been determined." "He asked me which party I belonged to." "The question, Which party do you belong to? was asked me." "The question is, At what period were the poems of Homer written?" *Which* and *what*, in the above sentences, are interrogative adjectives; no connectives are expressed or understood. It therefore follows that no connective is needed to show the relation of a subject, object, attribute, or appositional clause, to the sentence in which it stands, or to any part of it.

In the following sentences, *that* is an expletive conjunction, merely introducing its clause: "That the earth is a sphere is easily proved." "The hope that he should soon be released sustained him." "My desire is, that you may succeed." "James said that he would go." In addition to the reasons deduced from interrogative pronouns, adjectives, and adverbs, for considering *that* an expletive in such sentences, we derive another from direct quotations; as, "James said, 'I will go.'" "The question was, Is the earth a sphere?" etc. There are no connectives in those sentences, either expressed or understood. In the sentence, "Whether James or John will go, is not known," *whether—or* are correlatives; *whether* introducing and *or* connecting "James" and "John." Therefore, in the sentence, "Whether James will go is not known," considering the sentence to be complete, *whether* is not a connective; it is only an introductory conjunction, and consequently an expletive. *Whether* is used expletively in the other clauses enumerated.

Are we assuming too much, then, in asserting that no word connects a subject, object, attribute, or appositional clause, to the sentence in which it stands, or to any part of it? That a conjunction introducing such a clause is an expletive? That an adverb or pronoun, standing at the head of such a clause, is not a conjunctive (*i. e.* relative), but an interrogative adverb or pronoun? That in other instances, we use interrogative adjectives?

New Madison, Ohio. THOS. EWBANK.

A POINT IN THE READING OF POETRY.

There is in the minds of many teachers, and others as well, an indistinct idea as to the pronunciation of words concluding a line in poetry, which according to authorized pronunciation does not rhyme with its corresponding word in the preceding or succeeding line.

For instance, in the following couplet from Pope—

> Lo, the poor Indian! whose untutored *mind*
> Sees God in clouds, or hears him in the *wind*,

a point is raised as to whether the two words, *mind* and *wind*, should rhyme, or conform to authorized pronunciation. While many insist upon a violation of pronunciation, and others as strenuously object, there is still another class who are in doubt as to which way to decide; and my apology for the article rests in the desire to see a union of sentiment in this regard. It is a point worthy the attention of teachers, and as such, I beg leave to offer a few remarks respecting my views of a subject which has given me no little annoyance in the class-room.

In the particular case cited above, at the time of its composition, lexicographers recognized a pronunciation of the word *wind* giving to the vowel the long or alphabetical sound, as in *mind;* but as this pronunciation subsequently became obsolete, the question naturally arises, *shall we sacrifice the rhyme or violate established usage?* As an argument favoring the latter measure, it has been urged that for the sake of euphony or harmony, the rhyme should be preserved at the expense of correct pronuciation; but on the other hand, it is contended, and with better reason it seems to me, that this mis-pronunciation strikes the educated ear with greater discord than can possibly arise from an imperfect rhyme; besides, while it does not improve the beauty of expression, it serves to demoralize its purity.

However, the matter of taste proves very little for either side, inasmuch as the tastes of different persons vary to such an extent that what would be pleasing to one might be exceedingly offensive to another. But to pass to the general question (of which this example can be no exception), an examination shows that *poetic license* does not comprehend the use of a pronunciation not in conformity with recognized authority, and as the reader is in no wise bound to respect the vagaries of a single author in contradistinction to this authority, it seems plain that if an author fails to make the rhyme the reader has no right to make it for him.

There are, of course, many instances where the orthography would not admit of a similarity of pronunciation; and indeed the cases are limited where it is attempted, even though the orthography renders it possible. But if it be admissible in one case, why not in another? And if not admissible in a majority of cases, why in only a few?

In a language subject to such continual change as ours, no author can enjoy the merit of living for posterity without suffering the concomitant disparity of this change; and the constant variableness of pronunciation renders no other composition more susceptible of this disparity than rhyme; but to adhere to the ancient pronunciation for the sake of the rhyme, is no less absurd than to retain the ancient orthography because it was the one used by the author.

Shelby, Ohio. H. H. MARVIN.

THE TEACHER'S DUTY.

The teacher who takes an interest in her work, and is conscientious in its performance, feels that her *duty* cannot be compressed into six working hours per day. I say that no teacher who spends exactly the six hours (required by law) a day in the discharge of her duties, and no *extra* time, does her duty; because her whole time is spent in labor, and therefore there can be no *system*. System demands forethought and well-laid plans. This thinking and planning must be done out of school hours.

The morning is the best time for this, because then the brain is rested and clear, and prepared for work. At night the head is wearied and worried with the cares of the day, and not in a fit condition for mental labor.

Therefore, teachers, *rise early*, and devote at least one hour each morning to your school. Think out your methods for the day, and study up something new to interest your pupils. If you do this your labor will become easier, your school pleasanter, your scholars more interested, and your work more satisfactory to yourself and to your patrons.

Allen's Corner, Mo. ELIZA H. MORTON.

POINTS IN TEACHING ADVANCED ARITHMETIC.

FAMILIARITY WITH THE PROCESSES.

1st. Introduce every new rule by a preliminary drill upon that rule.

2d. Let it be a drill upon processes, not theories.

3d. Conduct it by requiring the pupil to read each step of the rule, while the teacher, or some member of the class, performs the work on the board, the class doing the same on their slates.

4th. Be careful that every explanation of every rule be obtained by the pupils from the book, and not from the teacher.

5th. Have the class commit the rule to memory by working examples under it.

6th. Lead them to a recitation of the rule by carefully stating the steps taken in the solution.

7th. Never introduce a new rule by requiring the pupils to commit *definitions and rule to memory.*

POWER OF EXPRESSION IN EXPLANATION.

1st. After the processes have become familiar, they should be intelligently fixed upon their minds by a careful, oral explanation, according to the steps given in the rule.

2d. Here let your patience and ingenuity be exercised in securing correct, systematic expression of thought.

DEMONSTRATION.

1st. Having thus secured, first, a mastery of the processes; second, a power of intelligent explanation, proceed to the third step in the discussion of the theme, viz, demonstration.

Perhaps in case the class is not sufficiently strong, the third step may be omitted; this circumstances, and the judgment of the teacher must decide.

Supposing the third step is to be undertaken, let it be after the processes of the rule have been thoroughly mastered, and

curiosity as to the "reasons why" has been awakened in the minds of the pupils, then,

2d. Let the demonstration come from the pupils, as a result of their own excited, curious investigation.

3d. Be judicious in the selection of the pupil who is to place the demonstration on the board.

4th. Be patient and not too exacting in your requirements in this regard.

5th. After some members of the class have demonstrated the rule, or made an attempt to do so, the teacher may give his demonstration.

National Normal School, Lebanon, O. EMMA E. CURRIE.

THE AMERICAN SCHOOL-GIRL.

"The Girl of the Period," as depicted by a leading English periodical a few years ago, is familiar to most of our readers. Her pert, not to say bold, demeanor in public places, her shallow acquaintance with the commonest subjects, her loud, uncultured voice, the astounding extremes to which she carries every new style, and her evident fondness for everything in opposition to what is "womanly," were dwelt upon as indicating something rotten in our social state.

In view of a recent occurrence in an English railway car, the same periodical has returned to the subject, and plainly says, that the startling style of dress for the past few years, has done much to reduce all women to the same level, in appearance and in the respect which in civilized communities is very generally accorded to the virtuous and unprotected.

There may be an undue degree of cynicism in these strictures, and it may be that the English girl's sins in this particular are greater than those of her American cousin, though considering the greater social latitude of this country, the opposite would seem true. It is of the girl of society, emancipated from the routine of school, and the tyranny of teachers, that the remarks are primarily made. Here, so far as they are true, they apply to the school-girl with even greater emphasis.

Our "girl of the period" is quite frequently to be found in our high schools and seminaries; the torment of teachers, who rejoice when the fond parents think the school of too low grade, and send her east to "finish."

Even among girls of a less pronounced type, the matter of

dress calls loudly for a change to greater simplicity and economy. Every teacher has seen the quiet, studious, little girl grow careless of study, proud, and miserably jealous, so soon as she grows emulous of dress. The extravagance of the last decade has slowly made its way into our schools. The traditional simple costume of children is entirely discarded. Mothers may scold, but so long as Mrs. H. allows Lizzie to wear her jewelry, and dress as she would for an evening entertainment, their darlings must do the same.

"It is amazing," says a Philadelphia paper, "to see the costumes worn by school-girls on our streets. The richest silks, made in the most elaborate style, costly jewelry, elegant laces, nearly everything hitherto reserved for the party dress, are worn by young misses scarcely beyond childhood." Teachers are called upon to interfere. They can do little, except indirectly, in our public schools. In private institutions the evil is more speedily reached. A lady teacher, of national reputation, an educator in the fullest sense of the word, who has opened a school for girls in New York, patronized by the wealthiest families in the city, insists upon extreme simplicity in dress, and the entire absence of ornament. In this, as in most other matters, the evil lies in the family, and that is very hard to reach.

A CRITICISM OF PRES. ELIOT, OF HARVARD UNIVERSITY.

In the July number of this journal, in the extract from Pres. Eliot's article, is the following passage, that had heretofore escaped my attention:

"It is a common mistake to suppose that it is the teacher's duty to treat all his pupils alike, to give as much time and thought to one as to another; or, if any distinction is made, to take most pains with the dullest. Now, on the contrary, the true duty of a teacher, both to the community and to pupils, is to favor and to help to the utmost the bright children. While he ought not to neglect the duller children, he should take the most pains with the finest material."

But is the teacher always a competent judge of "the finest material?" There may be some truth in the theory merely as a theory, but practically, I believe that the principle is wrong, and that the wrong cannot be to strongly urged upon teachers. For a teacher to give the major portion of his time to a few fa-

vorite pupils, or to manifest a peculiar interest in them, is a manifest injustice to the rest of the school. The true principle, as I understand it, is not to select a few as the special objects of his attention, but to give to every one just such instruction as he needs, manifesting the same interest in each. The teacher is under obligation to be truly impartial; the dull pupil has the same claim upon him as the *fine material;* yet he must exercise his own judgment as to who most needs his aid. His sympathy, care, and attention, belong to all alike.

Chatfield, Minn. L. WRIGHT.

PERMANENT HOMES FOR COUNTRY TEACHERS.

A majority of country and village school-teachers reside only temporarily in the districts where they teach. Unmarried teachers generally find good temporary homes in families residing in the vicinity of the school. But teachers who have families of their own, are frequently compelled to live in rented houses, and to labor under many disadvantages. Or, if they happen to own property, they must either teach "the home school," at reduced wages, or, seeking good wages, teach and board away from home. Otherwise they must abandon their profession.

This is an evil that has concerned me much, and is, in my opinion, of such magnitude as to merit public attention. My object in the present writing, shall be to point out the evil, suggest a remedy, and urge the importance of some provision's being made for the accommodation of the professional teacher and his family.

It is not intended, here, to consider the case of the salaried superintendent, whose wages may be adequate to meet all his expenses, and leave him a decent "margin," with which to purchase a library and piano for the use of his family. Nor shall I at present concern myself about the corps of unmarried lady assistants, who, I presume, can get along very well on moderate wages. But it is the married man, who, without property or capital, has chosen teaching as a profession, wishes to follow it, and yet finds his income inadequate to the support of himself and family.

His education is only sufficient to enable him to teach in the country or the village school. He desires to increase his qualifications; but so pressing are the wants of his little family, that whatever time he is not engaged in the school-room he

must occupy in manual labor, or else resort to some kind of agency, to supply the deficiency in his support.

He can only get employment in the country-school during *six* months of the year—in the village-school, *nine* months, at wages barely sufficient to pay current expenses; so that when school is "out" money is out, too!

He finds little or no time to study, or "post" himself in "higher branches," or in the current events of the day; is hardly able to take a newspaper, or to buy the necessary books for study, though he is expected to "keep up with the times," and to be a man of extensive information.

An increase of wages might ameliorate the condition of this poor, perplexed, harassed, over-burdened school-teacher. If the sympathies of education-boards, or school-committees, could be sufficiently aroused, larger levies could often be made for the benefit of teachers. But it would require a county superintendent to meet all the boards of education in his county two or three times in a year, and to preach to them with all the zeal and energy of a foreign missionary, to convince some of them that a teacher, with a wife and six children, requires more than *thirty* or *forty* dollars per month, to meet all his expenses.

Men who would not board such a family for less than $50 per month, would ask the head of the family to teach for $30 or $40 per month, and expect him to board himself and family, pay $3 to $5 a month rent, and clothe and educate his children besides.

It is almost impossible to exaggerate this evil; but, without going into further details, I shall simply suggest the remedy therefor.

It is no uncommon thing for churches to provide *parsonages* in addition to salaries ranging from $500 to $1,500 per annum, for the support and accommodation of those who "labor in word and doctrine." Thus, besides a liberal support, the religious teacher is provided, *without rent*, a convenient and comfortable home for himself and family.

I suggest that similar provision be made for the teacher. Let a few acres of ground adjoining the school-house premises, say ten acres, be purchased by the board of education. Let a convenient house be built upon it, and other arrangements be made for the accommodation of the teacher and family. Here let the teacher reside, without having rent to pay, but enjoying all the privileges of a husbandman. Here let him keep a

horse and a cow, pigs and chickens, and a few other domestic animals. Let him cultivate his garden, corn patch, etc., and thus supply many of his wants, and give healthful employment to his growing children and industrious self.

I wish not to be further tedious, believing that "a hint to the wise will be sufficient." But I will just say, in addition, that the teacher needs exercise as well as study, and that in the way I have suggested, provision can be made for both. His work will thus be near home; he can choose his hours of labor; he can have the assistance of his children, and train them to habits of industry; and he can thus enjoy all the blessings of home-life, while engaged in the arduous work of teaching and training his neighbors' children in the school. Without pecuniary embarrassment, or excessive care and anxiety, he may thus be able to spend several hours in quiet, pleasing, profitable study, and find a few spare hours each week to spend socially and religiously with his neighbors, friends, or co-members of the church.

I do hope that this matter will receive the attention of those who, though not personally interested, may be able and willing after hearing the case, to do something toward the amelioration of the condition of this interesting class of professional workers.

New Hampshire, Ohio. W. PINKERTON.

LANGUAGE NOTES.

Book. There is considerable interest attaching to the etymology of this word. The following quotations will show the different views that have been taken as to its origin:

"BOOK [Bec, *Sax.* of Bocco, a beech-tree], any compact writing, so called because the ancient *Germans* wrote upon the bark of a beech-tree instead of paper."—*Bailey's Universal Etymological English Dictionary*, vol. 1, London, 1759.

"BOOK. Ger. *Buch*, Dut. *Boek*, Sw. *Book*, A. S. *Boc*. In A. S. *Boc* is also a *beech* tree. Hence it has been presumed by Skinner, amongst others, that our ancestors wrote upon the bark of the *beech* tree (*faginis corticibus*, Skinner), and that the name thus originated. Wachter, supported by learned names, ascribes to it an origin similar to that of the Lat. *volumen* (from *volvere*, to roll), viz. from the Ger. *Bug-en*, A. S. *Bug-an*, flectere

convolvere, to bow, to bend, to fold."—*Richardson's Dictionary*, vol. 1, p. 204, London, 1844.

"BOOK. n. s. [boc, Sax., supposed from *boc*, a beech, because they wrote on *beechen* boards; as *liber*, in Latin, from the rind of a tree.]"—*Johnson's Dictionary*, vol. 1, 8th ed., London, 1799.

"'Beech' and 'book,' both the Anglo-Saxon 'boc,' our first books being *beechen* tablets (see Grimm, *Wörterbuch*, s.vv. 'buch' 'buche')."—*Trench's English, Past and Present.* 1859, p. 26, 6th ed. 1868, p. 22.

"A word like *book*, the German *Buch*, being originally identical with *beech*, the German *Buche*, is sufficient evidence to prove that German was spoken before parchment and paper superseded wooden tablets. If we knew the time when tablets made of beech-wood ceased to be employed as the common writing material, that date would be a *minimum* date for the existence of that language in which a book is called book, and not either *volumen*, or *liber*, or *biblos*."—*Max Müller's Science of Language.* 2d series, p. 244–5.

"In the same manner derive Germanic idioms their name for 'book' from the earliest material, 'beech,' Anglo-Saxon boc."—*De Vere's Comparative Philology.* 1853, p. 425.

"BOC, a book; from *boc*, a beech tree, the wood of this tree, or its bark, having been used to write upon."—*Smith's Complete Etymology of the English Language.* 1867, p. 78.

"Here [Biegen, bog, gebogen (Gm.), to bend, to bow, etc.] radicate themselves Eng. *bow*, *bough*, and *book* (Gm. buch), lit. something bent or doubled up. Cf. *volume* (L. volumen, from volvere, to roll), lit. a scroll."—*Dwight's Modern Philology.* 1864, 2d series, p. 391.

Webster says, "Like the Latin *liber*, *book* signifies primarily bark and *beech*, the tree being probably named from its bark."

"*Book.* A. S. *boc*, Goth. *boka*, letter, writing; *bokos*, the scriptures; *bokareis*, a scribe; G. *buchstab*, a letter; O. Slav. *bükui*, a letter; Russ. *búkva*, *bukváry*, the alphabet. Diefenbach suggests that the origin is *buki*, signifying beech, the name of the letter *b*, the first consonant of the alphabet, although in the OG. and Gael. alphabet that letter is named from the birch instead of the beech."—*Marsh's Wedgwood's English Etymology*, p. 111, 1862.

"Book, Bóc, o. most likely a roll. What was bent or rolled, as writings at first were. Some say it is from Bóc, a beech; and Captain Shelton found the bark of the silver birch commonly used as paper by the people of some districts of Asia, towards India; but Bóc, o. Beech, may be so called as the wood for bending into staves, or making *bucs*, or water vessels."—*Barnes's Tiw, or English Roots and Stems.* 1862, p. 11–12.

Worcester gives Skinner's etymology, referring to him as authority.

"The Latin word *volumen* (whence our *volume*), derived from the verb *volvo*, I turn or roll, indicates the most usual form of the ancient book. It was a long narrow roll of parchment or papyrus, generally divided transversely into pages or columns, the words written closely together without any separation by spaces, without distinctive forms of letters, capitals being employed for all purposes alike, without marks of punctuation, without divisions of chapters, paragraphs or periods, and frequently made still more illegible by complicated and obscure abbreviations or contractions of whole syllables, or even words, into a single character."—*Marsh's Lectures on the English Language.* 1860, p. 407–8.

For other interesting remarks on the materials of books, see *De Vere's Comparative Philology*, p. 425 *et seq.*, and *Encyclopædia Britannica*, vol. V, p. 10.

Than. There is a connection of this word *then* not generally known. Both words have the same etymology, but their meanings are now different.

"*Than* is historically the same word as *then;* 'he is mightier *than* I' was once 'he is mightier, *then* (that is, next after him) I.'"—*Whitney's Language and the Study of Language*, 1867, p. 115.

"As to the word *than*, the conjunction of comparison, it is another form of *then;* the notions of *order*, *sequence* and *comparison* being allied. *This is good; then* (or *next in order*) *that is good*, is an expression sufficiently similar to *this is better than that* to have given rise to it; and in Scotch, and certain provincial dialects, we actually find *than* instead of *then*."—*Latham*, p. 252.

Chapman has, "Less *then* fifteen weeks," and the first edition of King James's version, 1611, *John* xiii, 16, "The servant is not greater *then* his lord."

EDITOR.

EDITORIAL DEPARTMENT.

——In Col. De Wolf's short address, given on another page, he alludes to the doctrine that High Schools should form no part of a free public school system. In defence of free public High Schools, educators have frequently urged that the indirect benefits of these schools, resulting from their influence on the lower schools, is worth all they cost. The great arguments for these schools, however, are exactly those which are the only proper arguments for the establishment of free public schools of any kind. The welfare of the State requires that the children of the State, poor as well as rich, and rich as well as poor, all be educated. If the *laissez-faire*, or *let-alone*, philosophy of government were adopted, it is certain that a large percentage of the children of the poor would grow up in ignorance. Indeed this percentage is entirely too large even where free schools are established. The abolition of free public schools would not fail to result in a much greater prevalence of ignorance, and as a consequence, there would be an increase of crime and pauperism, a general lowering of the tone of society, and the establishment of those class distinctions which universal education tends greatly to obliterate. Many persons who are willing to admit the almost irresistible force of the arguments for a free public school system, object to its application to the support of higher schools, believing that High Schools and Academies, as well as Colleges and Universities, should be sustained largely, if not entirely, by private munificence. Fortunately, the legality of the free public High School was sustained by a Michigan court, after an able presentation of the moral and constitutional arguments against expending public money in support of higher instruction. What a republic most needs in its citizens, is that power of accurate discrimination that grows out of a mastery of the higher studies. Demagogues rely for their political victories mainly on the prejudices and ignorance of voters. By ignorance, we do not mean simply the inability to read and write, but the want of those discriminating powers which are developed by severe linguistic, mathematical, physical, metaphysical, and social studies. Even under the most favorable circumstances possible, the State will, to a greater or less extent, suffer from the perversity of some of its citizens, and the low mental and moral condition of others. Men and women of high culture, of noble aspirations, and generous impulses, are important factors in civilization, and the more there are of them in a State the better it is for the State. Bearing directly upon the subject of free public higher education, are the three following paragraphs, from the pen of Charles K. Adams, in his article on State Universities, in the October North American Review.

"It would scarcely seem necessary to plead the cause of higher education in a republic. In general and abstract terms, everybody admits the necessity of it. It is too obvious to admit of question, that there can be no intelligent guidance of the intricate affairs of state without something of that discriminating knowledge which comes from a thor-

ough training of the higher faculties. Of course, it is impossible for all men to have large personal experience, and therefore it is best that, so far as possible, they should acquire large knowledge of the personal experience of others. Therefore the more of higher education you can have in a State the better. All this is commonplace, and will be universally assented to. But it is languidly admitted, rather than earnestly felt. It is probably, after all, not too much to say that the masses of the people, as represented in the average legislature, half believe that higher education is a luxury to be privately enjoyed, rather than a necessity to be publicly supported. The consequence is, that in most of our States, while the people guard strenuously all encroachments upon the system of common schools, they are quite willing to leave the care of their higher institutions of learning in the hands of those over whom they have no control. This willingness, encouraged by the arguments to which we have already alluded, has resulted in the general adoption of a policy of non-interference.

"But is it true that higher education is in any sense less necessary to the welfare of a State than the education afforded by the common schools? Is it not, after all, quite as essential that the men who are to make and administer our laws shall be thoroughly trained, as that those who choose the law-makers should know how to read and write? Nay, is there any ethical or logical reason why, if you provide a certain grade of education for the voter, you may not also provide a certain grade for the lawmaker? Is there any justification of the one that is not a possible justification of the other? If these questions are answered as we apprehend they must be, the problem reduces itself to a very simple query: Is there any method by which higher education can be more certainly and more satisfactorily secured than by committing it to the charge of the State?

"Those who answer this question in the affirmative, so far as we have observed, found their objections to the policy of State support, either on the belief that it is unjust to the tax-payer, or that it is unsafe for the student. It is sometimes urged that, as in the nature of things, higher education can only be acquired by the few, it ought not to be secured at the expense of the many. But to this it is a complete answer to say that such an education is a public benefit, and that unless it can be shown that this benefit can be better secured in some other manner, it ought to be provided for just as other public benefits are provided for. It is no argument against the establishment of hospitals and asylums by the State, to say that they are chiefly beneficial to the few only. No member of Congress presumes to argue against appropriations for light-houses and harbor improvements on the ground that such improvements are chiefly advantageous to merchants and navigators; and, therefore, that merchants and navigators, or their friends, ought to construct them. The truth is, that a very large part of what are known as public improvements are directly beneficial to no more than a very small portion of the community, while the advantage derived from them by members of the public at large, is only of that general and indefinite nature which comes from the improved condition of the State as a whole. It requires but a moment's reflection to perceive that no State could thrive, that no true civilization could exist even, if the principle were to be admitted that no man is to be taxed save for that which to him personally is to be of direct and tangible advantage. To admit the principle, and act upon it, would be to strike away the very possibility of social improvement. The argument, therefore, that our legislatures have no *right* to tax the people for the purposes of higher education, is utterly fallacious. The position can only be sustained when it is admitted that such education is of no advantage whatever to the State at large."

——Mr. Vaile's articles on reading have deservedly attracted much

attention. In our educational tour last summer, in the south and northwest we heard frequent references to the views presented in the first article. Mr. Vaile, in his own experience as a teacher, has encountered difficulties which are not all new in the history of methods of teaching. Nearly half a century ago, Mr. John Wood published an account of the Edinburgh Sessional School, in which he gave a chapter on the explanatory method of teaching reading. Afterwards John Smith published in 1831, a second edition of a small book of 108 pages, entitled, "A Key to Reading; designed to assist parents and teachers to superintend lessons for youth with pleasure and advantage to themselves and their pupils. To which are added, an imaginary grammatical picture, an introduction to mental arithmetic, and a sketch of mnemonics." On page 8, he says:—

"The *principle* of examination into the words and sentences of lessons is, as I have already stated, old and well known; I wish it had been as well practiced; but there is a *beauty* and an *extent* to which it may be carried, of which few persons can have an adequate idea until an example is given to them, and then a union of pleasure and instruction is presented to their contemplation far surpassing anything arising from ordinary mental exercises, and rendering (so far as reading is concerned) not only the school-room, but the domestic circle, a scene of endless, ever-varying amusement."

The practical illustration of this principle was suggested to Mr. Smith by Mr. Wood's chapter on the explanatory method given in the account above mentioned. On page 34, Mr. Smith says:—

"*The prominent feature of the plan is to ascertain whether a pupil understands as much of every word he reads in his lesson as the instructor himself;* and if not, it is then the province of the latter to afford all the information he can to the former, not only on the words under inquiry, but in reply to the questions of the pupil himself, who may suddenly be reminded of a word he has met with at another time, and respecting which he feels himself to be ignorant."

The following extracts are from page 11, of Mr. Wood's account:

"It is the constant remark of almost every stranger who visits the Sessional School, that its pupils have not at all the appearance of schoolboys, doomed to an unwilling task, but rather the happy faces of children at their sports. This distinction is chiefly to be attributed to that part of the system of which we are here treating; by which in place of harassing a pupil with a mere mechanical routine of sounds and technicalities, his attention is excited, his curiosity is gratified, and his fancy is amused. In the second place, when proper books are put into the hands of the scholars every article which they read may be made the means not only of forming in their youthful minds the invaluable habit of attention, but also of communicating to them, along with facility in the art of reading, much information, which is both adapted to their present age, and may be of use to them the rest of their lives. How different is the result where the mechanical art is made the exclusive object of the master's and the pupil's attention. How many fine passages have been read in the most pompous manner, without rousing a single sentiment in the mind of the performer. How many in which they have left behind them only the most erroneous and absurd impressions and associations." * * * * *

"A gentleman had, when young, been accustomed, like most schoolboys, to read and probably to repeat, without the slightest attention to the sense, Gray's Elegy, not uncommonly known in school by the name of "The Curfew Tolls." What either "curfew" or "tolls" meant, he,

according to custom, knew nothing. He always thought, however, of *toll-bars*, and wondered what sort of *tolls* were *curfew-tolls;* but he durst not, of course, put any *idle* questions on such a subject to the master. The original impression, as might be expected, remained, and to the present hour continues to haunt him whenever this well-known poem comes into his mind."

Mr. Smith was induced to visit this Sessional School, and gives, on page 32, an account of an examination. We give two extracts, as they show clearly the character of the teaching:

"Q. It is said, 'these were the breathing times of our heroes.' What were the breathing times? A. Short intervals in the battle.

"Q. What is meant by 'to breathe' literally? A. To respire.

"Q. By what word would you express 'to breathe in?' A. To inspire.

"Q. How would you express to breathe out? A. To expire.

"Q. How would you express to 'breathe through?' A. To perspire.

"Q. What word would describe 'to breathe together?' A. To conspire. * * * *

"Q. What is 'immediately?' A. Literally it signifies nothing being in the middle.

"Q. How would you express to go in the middle, or between parties? A. To mediate.

"On the word 'anxious' occurring, I asked one of the boys its meaning. He said, 'being anxious was hoping for or desiring.' I asked, would not the word 'eager' express as much as that? 'Yes,' said he, and then, as if a new distinction had struck him, he said, 'but there is a fearfulness included in anxiety which is not expressed in eagerness.'"

——The following is an editorial from the Irish World, October 16th, in reference to the recent action of the Chicago Board of Education:

"The Bible in the Public Schools.—A tardy act of justice has been done by the Chicago Board of Education in prohibiting King James's Bible from being any longer used as a text-book in the State schools under their jurisdiction. As might be expected, a number of Protestant clergymen are very wrathful at the change, though others are intelligent and liberal enough to see the necessity for it. The former class, with one thought uppermost, can see in it nought but a victory for Popery. Well, if the exclusion of a sectarian text-book from schools which profess to be strictly secular and unsectarian, be the work of the Catholics so much the more credit to the Catholics for insisting that these public institutions shall be what they profess to be."

The Bible question is certainly a very difficult one. Here we have a man of one religious organization calling the exclusion of the Bible from the public schools an act of justice, the reason assigned being that King James's version of the Bible is *sectarian.* The same objection would not be urged against the Catholic Bible which is not sectarian because the Catholic Church is the only true church. But the presence of the Catholic Bible in public schools would please neither bigoted protestant nor catholic. The "*do penance*" of the Douai version, instead of the "*repent*" of King James's version, would to the Protestant suggest too strongly the peculiar usages of the hated Catholic Church, and the Catholic would shudder at the thought of having the Douai version expounded by a Protestant heretic.

We believe that no Board of Education should forbid or enjoin the reading of the Bible as an act of worship in any public school, and that

all religious exercises that any teacher might choose to conduct should be before or after the regular required school hours, and that attendance upon these exercises should not be compulsory. If any one knows a better solution of this vexed question we shall be glad to see it.

——In the Irish World of October 16, published in New York City, a correspondent, J. C. H., under date of October 8, New York, devotes more than a column to the school question. He claims that it is the Catholic ox that is gored by the Protestant bull, and that what are boasted of as "free schools" is a vague term for "the State school monopoly." His letter has, after the introduction, four numbered paragraphs. The following is the first:

"1. While they are claimed to be "free" schools they cost the taxpayers of New York about four million dollars a year, nearly all of which falls upon the poorest class, which class derives the least benefit from them. The last annual report of the Board of Education states that more than one-half the number of the children attending the primary schools never go into the grammar schools. This is, of course, the result of the poverty of the parents, who are compelled to put them to work as soon as possible; and any parent who can afford to withdraw his children from industrial labor after they have reached the age of fourteen, could certainly afford to pay for them at private schools. The original purpose of the public schools was to supply an elementary education to those who could not afford to pay for it. The late Hiram Ketchum, who took an active part in defending the old Public School Society in opposition to Bishop Hughes, subsequently admitted that education at the public expense should not go any farther than elementary. Now, the extreme advocates of "our free schools" claim that they should be universities, and they are sustained largely by the Germans, who come here imbued with Prussian ideas of State monopoly, and who are desirous of having their own language taught in them, for the sake of 'fatherland,' and also to give employment to some of their numerous professors and barons, who come here barren of everything but a long meerschaum pipe and a pair of spectacles. Look at Dr. Schem, for instance, and see what a nice berth has been created for him at the public expense, for his efforts in the Evangelical Alliance, and for the sake of making American boys become Germans, and learn to drink lager beer, while they strain their eyes in deciphering German text. The State has no more right, I hold, to monopolize the business of school teaching than that of shoemaking. It is unjust to the numerous private schools to allow it to do so, under the original pretext of supplying an elementary education to those who could not afford to pay for it."

We have always supposed that property holders pay taxes in proportion to the value of their property, and hence we are unable to see how the poorest classes can pay nearly all the taxes. To say that *any* parent that can afford to continue a child in a free school after he is fourteen years of age, can afford to pay his tuition in a private school, is to say that any man who is barely worth one thousand dollars is worth twelve hundred dollars. The argument for the free higher education we have already given. That the State of New York does not monopolize school teaching is disproved by the existence of its many private schools, good, bad, and indifferent. It is true, the private schools would be more numerous, and more largely attended, if the free schools were abolished, but we feel sure that the cost for each pupil would be much larger than it now is in the public schools.

We omit the second paragraph at present. We may give it at some future time.

"3. The mixture of the sexes in the public schools is contrary to Catholic views of morality, and is not practiced in any other country in the world, that I know of. In Italy, even the so-called liberals and infidels are shocked on seeing it in the American Baptist schools which have been set up in Rome to convert them, by teaching them the 'American language' and American free love. Dr. Clark, in his work, 'Sex in Education,' condemns the mixed schools on physiological grounds, and Mr. Field, the able superintendent of schools in Brooklyn, has condemned them as demoralizing and vicious. The system has been condemned by the presidents of Harvard and Yale colleges, also."

Is it against Catholic views of morality, that boys and girls should be brought up in the same family? If the ties of kinship are considered a safeguard, what would be the safeguard in the case of adopted children? Dr. Clark does not oppose co-education in the lower schools, nor in the higher, on moral, but on hygienic grounds. We do not believe that Presidents Eliot and Porter oppose co-education in the primary schools. Mr. Field, as a superintendent, has had but little experience, and hence his views lack that basis of experience which would entitle them to great weight. A wider experience may modify his opinions so that at some future time they may more nearly harmonize with those of superintendents of long experience.

"4. The employment of female teachers instead of male is another American institution, at least to the extent it is done in New York, the number of female teachers being more than 3,000, while there are only 200 males. The result of it is a costly system of training, a lack of thoroughness, earnestness, and steadiness, in the teachers, and frivolity, sentimentality, and superficiality instead. Those girls become teachers not for a life-following, but merely as an expedient by which to make money enough to indulge their aspirations for dress, and the attainment of a husband. The Board of Education, by paying them the enormous salaries it has done for several years, now that every commodity has become one-third cheaper, at least, than before the panic, is putting a premium on celibacy, for these girls get more pay than ordinary mechanics without having to support a husband and family, while a mechanic is compelled to support a wife and family. They work but forty weeks in the year, and are paid for fifty-two; their week is but five days, and their day is but six hours. If they work over time they get paid for it, while the twelve weeks that they lose in the year are not deducted from their wages. Hence the situation is very desirable, and the daughters of many wealthy men hold positions by favoritism, to the exclusion of the poorer and often more deserving. In the annexed district many teachers obtained their positions by bribery and political influence before the annexation, and Mr. Kiddle has passed them all, notwithstanding they are notoriously incompetent. In one school, all the children call the second month of the year *Febuary*, and leave out one *r* in spelling it, and say their teacher has taught them so. In a Sunday-school class, which embraced several boys that were in the highest class of the grammar school of Morrisania, there was not one of them able to tell me where Palestine was—in what division of the globe, nor could one of them parse the Lord's Prayer. Indeed, English grammar is almost ignored in the public schools of this city, and is not heard of until a child enters the fourth grade of a grammar school. The old senseless system of telling children to count one for a comma, and two for a semicolon, is in use in most of the public schools. I could show many other defects of the present system, but I have already written enough to condemn it."

The first point urged in this paragraph deserves a careful examination. Our schools, no doubt, sometimes suffer not only from the employment of betrothed ladies, but also from the employment of law, divinity, and medical students. It must, however, be confessed, that many of these ladies and students really do more effectual and conscientious work while they continue as teachers than some ladies who do not expect or intend to marry, or gentlemen that intend to follow teaching for life. Our belief in co-education leads us to think that there is really a danger of making the ratio of lady to gentleman teachers too great. The allusion to the salaries of teachers and hours of school-room work, do not deserve a formal reply. We are opposed to all bribery and favoritism in the employment of teachers, and in favor of discharging the teacher who deliberately teaches pupils to say *Febuary*. Suppose our readers test their pupils on the location of Palestine and the parsing of the Lord's Prayer.

——It is fashionable to decry text-books. But there are some studies, such as grammar, history, and geography, in which it is as important to teach the pupil *how to use the book*, as it is in others to train him to observe things. The teacher who despises books in the former, and the one who relies exclusively upon them in the latter, have made the same mistake; both have failed to teach the child to investigate for himself.

M. R. A.

——Institute lecturers, please come down to particulars. We young teachers have heard and read of general principles, but we have no opportunity to visit schools and see their practical application; we therefore beg you to give us *numerous illustrations* of the methods you present.

M. R. A.

——If Lincoln, as a lawyer, found the study of Euclid an excellent discipline of the very faculties which he must use constantly in his profession, it is equally true that the teacher may find the study of Blackstone one of the surest means to cultivate that accuracy of verbal definition without which there can be no good teaching. M. R. A.

——Much time is wasted in some county institutes in fruitless discussions which may serve to amuse transient visitors, but give no instruction to teachers. Competent instructors should be employed to occupy nearly all the time. a few minutes being allowed for queries or short papers. The teachers in each county can surely find a committee of sufficient fidelity and intelligence to prepare a daily programme *in advance*, and thus avoid the necessity of wasting time when the institute has assembled, in the exercises of a *mere debating club*. M. R. A.

——On our way to Minneapolis, last summer, we called on our old friend, Hiram Hadley, of Chicago. We found that he had become a

great bookseller, occupying magnificent rooms on Washington Street. When we first became acquainted with Hiram, about twenty years ago, he was a modest school teacher in Richmond, Ind. Since then his career has been marked by eminent success. His Language Lessons and English Grammar have become widely and favorably known. When you go to Chicago don't fail to call on the Hadley Brothers.

——We hope that the incoming General Assembly of Ohio will immortalize itself by giving us an efficient system of County School Supervision. The Hon. C. S. Smart, State Commissioner of Common Schools, will gladly co-operate in bringing about the desired result.

——We attended the Kentucky State Teachers' Association, in July last, in Glasgow, a hundred miles south of Louisville. Ohio was represented by John Hancock and Prof. Ridge, of Cincinnati, Peter Sellers, of Springboro, and some others. The Hon. H. A. M. Henderson, State Superintendent of Public Instruction, presided. The Kentucky teachers have great speaking abilities, and speak with more fervor in their discussions than do their northern brethren. Dr. Geo. A. Chase, Principal of the Girls' High School of Louisville, added greatly to the interest of the meetings by his sparkling wit. He has lost none of the spirit which characterized him twenty-one years ago, in Indiana, where we first met him, in the convention called to organize the Indiana State Teachers' Association. The most remarkable thing in the programme, was the exhibition by Prof. Chenault, of Danville, of a class of young men, about eighteen years of age, who had studied Latin and Greek one year. It is not too strong language to say that the extent of their acquisitions was marvellous. We wish all the classical teachers in the land could have witnessed Prof. Chenault's method of teaching Latin and Greek. Mr. Hancock gave an excellent address on Graded Schools. These schools are just beginning to attract attention in the smaller towns of Kentucky. The hospitality of the Glasgow people was unbounded. We shall long remember our good host and hostess, Colonel Nuckolls and wife, and the dinner at Mr. Ashby's. On Thursday the Association visited Mammoth Cave, about twenty miles from Glasgow, returning on Friday. Owing to high waters, the Echo River could not be crossed, and hence the visitors had to be content with taking the shorter or six-mile route, instead of the longer or nine-mile route. It is useless to attempt a description of the magnificence and the wonders of Mammoth Cave. They must be seen to be appreciated.

——In the week following the Kentucky Association we visited Terre Haute, South Bend, and Laporte, Ind., and Chicago. We were much pleased with the high school buildings of South Bend and Laporte, and greatly enjoyed the views from their lofty tops. On our way from Chicago to Eau Claire, about three hundred miles from Chicago, in the lumber region, we, at the suggestion of the Hon. J. L. Pickard, of Chicago,

staid all night at the romantic place called Devil's Lake. Can it be that this cool retreat is the one resorted to by his Satanic majesty when the temperature of Pandemonium becomes too excessive? On arriving at Eau Claire we found the Association of Institute Instructors in session, in one of the schoolhouses. We enjoyed much their discussion of the proposed changes in their institute syllabus. The State Association met in the new Court House, and was annoyed by no long speeches or papers. Excellent evening addresses were delivered by the Hon. J. L. Pickard, of Chicago, and Dr. J. H. French, of Vermont. Old Father North made a spicy onslaught upon Normal School Certificates. The Association was enlivened by the best music we ever listened to, except in the public concerts of world-renowned professional singers. A ride of a hundred miles brought us, with a dozen pleasant companions, to the beautiful city of St. Paul, and the excellent accommodations of the Metropolitan Hotel. The schoolhouse in which Mr. Earthman presides was visited, and the city viewed from its top. A long and winding carriage ride, showed us the beauties of St. Paul, and a car ride of ten miles took us to Minneapolis, or the City of Water. Another carriage ride took us to the celebrated picturesque Falls of Minnehaha, and to Fort Snelling, between St. Paul and Minneapolis. The doings of the National Educational Association at Minneapolis are to be published in a volume, which every teacher should have. To be sure of copies, teachers should speak early, as the Publication Committee have decided to publish only one thousand copies instead of fifteen hundred, the number published last year. Those wanting to purchase copies should inform us soon.

EDUCATIONAL INTELLIGENCE.

—— When notified that a subscriber has failed to receive any number of this journal due him, we always remail it. But when he has changed his residence and neglected to inform us until after a number has been sent to his former address, he must not expect us to send another number unless the number sent failed to reach his former post-office.

——Lima Public Schools.—At the close of the last school year, the Board of Education increased Superintendent Walker's salary $100, with a promise of a greater advance in future. They furnished the High School with quite a complete set of philosophical, chemical, and astronomical apparatus, the original cost of which was about $2,000. (It was bought at an assignee's sale.) They intended to open this year an unclassified school for the accommodation of those who cannot attend school the entire year. Last year the High School had 104 pupils, and an increase was expected this year. There were nine graduates, and the average for several years has been ten. It is expected that next year twelve or fifteen will graduate. These things show that our friend G. W. Walker is doing a good work in Lima.

——State Board of Examiners.—In March, 1875, Commissioner Smart

appointed the following gentlemen to serve as a State Board of Examiners: John B. Peaslee, of Cincinnati, H. B. Furness, of Tiffin, and Alston Ellis, of Hamilton.

Since the organization of the new board two meetings, for the examination of applicants for life certificates, have been held, viz: Put-in Bay, July 2d and 3d, and Columbus, August 20th and 21st. Life diplomas have been issued to the following persons:

D. F. De Wolf, W. C. Davies, Sarah D. Harmon, E. W. Coy, Martha S. Newton, James A. Clark, E. F. Moulton, Augusta M. Hawley, E. O. Vaile, Clara B. Jordan, Olivia T. Alderman, C. T. McCoy, Charles W. Oakes, George W. Snyder, C. C. Davidson, J. H. Brenneman, H. B. McClure, and C. F. Palmer.

The next examination will be held in Cincinnati, December 30th and 31st, 1875.

——Oxford Public Schools.—We learn from the report of the Principal, W. H. Stewart, for the month of September, as given in the Oxford Citizen, that the per cent of attendance ranged from 91 to 96 in the different rooms. The cases of tardiness and days lost by absence are given for each school. The results are good, but Mr. Stewart appends some excellent remarks on tardiness and irregularity of attendance.

——Ottawa (O.) Public Schools.—These schools, under the management of S. F. De Ford, are in a healthy condition. The monthly average is over 90 per cent.

——Jamestown, Ohio.—Mr. Wm. Reece, a *live* teacher in this place, organized, in November, 1870, a literary society, which under his management has secured an organ, geological cabinet, philosophical and astronomical apparatus, a good library, and is now taking Educational Notes and Queries, The Scientific American, Ladies' Floral Cabinet, and Youth's Companion. Why do not more teachers imitate the example of Mr. Reece?

——The Association of Superintendents of Ohio, Indiana, Illinois, and Michigan, meet on Thursday, the 18th of this month, at the Grand Hotel, in Indianapolis. We regret our inability to respond to a cordial invitation to attend.

——A series of illustrated articles on American Colleges, their history, development, and present status, will appear in Scribner's Monthly during the coming year. The first of these, on William and Mary College, written by John Esten Cooke, is published in the November number, now ready. The series will include Harvard, Yale, Michigan State University, Wesleyan University, Amherst Agricultural College, Princeton, Union, Bowdoin, Trinity, and other typical institutions of the country. Scribner & Co., publishers, 743, Broadway, N. Y.

——The Springfield (O.) Republic has suggested that in the Centennial year especial attention should be given in the Schools to American History. We think the suggestion a good one. How many teachers will act upon it?

——The Central Ohio Teachers' Association met in Xenia, Friday, and Saturday, October 29th and 30th. We have at this date, November 1st, received no account of the proceedings. The programme was a good one; an address by the Hon. C. S. Smart, State Commissioner of Common Schools; Primary Instruction, Mrs. F. W. Case, of Columbus; "Vibrations," by Prof. T. C. Mendenhall; Responsibility of the Teacher, by Supt. A. T. Wiles, of Zanesville; The Study of Physics, by A. G. Farr, of the Columbus High School; Theory and Practice, by Miss Jane W. Blackwood, of the Dayton Normal School; and Something on Language, by Prof. W. G. Williams, of Delaware, Ohio. John Hancock was to discuss Mrs. Case's paper; R. W. Stevenson, Mr. Wiles's; Supt. White, of Springfield, Mr. Farr's,; Supt. Dowd, of Troy, Miss Blackwood's; and Supt. Geo. S. Ormsby, of Xenia, Prof. Williams's. The Springfield Board of Education, by formal vote, granted their Superintendent permission to attend the Association. Will some one send us a brief account of what was actually done at Xenia.

After writing the above we learned that the papers of Prof. Williams, Miss Blackwood, A. G. Farr, and Mrs. Case, were above the average. Just what we should expect. They were requested for publication in the Monthly. We shall be glad to publish one in the December number, if it should not prove too long, and others in succeeding numbers.

——From the Western Journal of Education, we learn that not long since the Chicago Board of Education did three important things—first, they prohibited the reading of the Bible as a devotional exercise at the opening of the morning sessions of the school; second, they reduced the number of grades from ten to eight; and third, after this year, no principal or high-school assistant shall reside outside the city limits.

——Clinton College and Normal Institute, Ky.—This institution is said to be in quite a prosperous condition. It is attended by students from southern Arkansas and Mexico. The normal work begins to tell, and is more appreciated than at first. Kentucky is beginning to take advance ground in public school education, and needs well-educated teachers.

——The Connecticut State Teachers' Association held its twenty-ninth annual meeting in Hartford, October 21st and 22d. The Rev. Dr. R. S. Dennen, of New Haven, delivered an able address on "True Culture." Part of the time the Association met in sections. The following papers were read: "The Schoolroom *versus* Health," by C. C. Dudley, of Bridgeport; "The Course of Study in Lower Grades," by Supt. S. Crosby, of Waterbury; "Detention of the Pupils after School Hours," by James D. Whittemore, of the New Haven High School; "The Science of Teaching," by O. P. Ames, of Waterbury; "The Prerequisites for Success in Teaching," by Prof. I. N. Carleton, of the Normal School at New Britain; "Our Public Schools," by Dr. Judah Wecheler, pastor of a Jewish congregation in New Haven; "Future Education," by Supt. Ariel Parish, of New Haven; and "Co-education of the Sexes," by Prof. Homer B. Sprague, of Brooklyn, N. Y. Hon. B. G. Northrop spoke on

the question, "Shall we have Kintergarten Schools?" and Henry Bergh of New York, on "Superior and Inferior Animals." Mr. Northrop presented to the Centennial Committee a report which was approved, and afterwards adopted, by the Association. The advocacy, by the Jewish pastor, of the reading of the Psalms of David, rather than any other portion of the Scriptures, called forth a discussion characterized by very great and decided diversity of opinion.

——The Ninth Annual Meeting of the Maine Educational Association is to be held in Augusta, Monday, Tuesday, and Wednesday, of Thanksgiving week. The programme is full and varied.

——The New-England Association of School Superintendents met in Boston, Friday, October 22d. The attendance was greater than at any previous meeting. For the first time a lady appeared as a member. The Hon. Warren Johnson, of Maine, discussed "Elements Essential to a Public School System"; Rev. Daniel Leach, of Rhode Island, the "Ideal Teacher"; A. P. Stone, of Springfield, Mass., "The Need of Reform in Teaching Geography." At the next meeting, in May, Reform in Geography is to be debated, by Supt. Hunt, of Portland, Hon. J. W. Simonds, of New Hampshire, State Commissioner Stockwell, of Rhode Island, Supt. Stone, and Supt. Harrington. It would please us much to hear this debate. Dr. Sears gave an interesting account of his work in the South, in which he made the remarkable statement, if true, that the proportion of the liberally educated is greater in the South than it is in New England. The National Bureau of Education was endorsed by two well-expressed *whereases*, and attendant resolutions.

——The new High School Building in Franklin, N. H., is said to be one of the finest in the State, and an honor to the enterprising town. Franklin is the residence of the State Superintendent, Hon. J. W. Simonds.

——Prof. Albert H. Tuttle, of the Ohio Agricultural and Mechanical College at Columbus, gave instructions last summer in microscopy and protozoa, at the Kirtland Summer School of Natural History. This school was inaugurated July 6, 1875, in Cleveland.

Office of State Commissioner of Common Schools,
Columbus, Ohio, October 6, 1875.

Pursuant to a call of the State Commissioner of Common Schools, the committee on the Educational Department of the National Centennial Exposition, met in this office, on Friday and Saturday, October 1st and 2d, 1875.

It was resolved, as the first item of business, to proceed to the selection of a person as general editor of a History of Education in Ohio, this history to be treated under the following heads: History of School Legislation, Institute Work, Graded Schools, Ungraded Schools, State Association, Biographical Sketches of leading Educators, Higher Education, Educational Periodicals, Normal Schools, School Supervision.

On motion of Prof. Mendenhall, a general editor of the history was

appointed, with power to select assistants to write up the several departments, subject to the approval of the committee.

On motion of Prof. Mendenhall, it was resolved that the local histories should be printed on a sheet 8 by 4 inches, with an additional margin of not less than 1½ inches; and that these histories be limited, in township districts, to two printed pages; in village and special districts, to five pages; in city districts of the second class, to ten pages; in city districts of the first class, to twenty pages; and in higher institutions of general learning, technical and professional schools, and benevolent educational institutions, to ten pages.

It was further resolved that these histories should be printed in Bourgeois type, single leaded, without border or page headings, on good white No. 1 book paper, of not less than fifty pounds weight.

It was also decided that school authorities be requested to have their own printing done, and to send to the office of the Commissioner not less than one hundred copies.

On motion, Mr. A. T. Wiles was appointed to correspond with school authorities in regard to models, photographs, and plans of school buildings; and President Thompson was appointed to correspond with text-book publishers, and manufacturers of school furniture and apparatus, with the purpose of procuring specimens for exhibition.

It was resolved, that all local histories shall be sent to Commissioner's Office before the first of February, 1876, and that any received after said date shall not be considered.

JOHN HANCOCK, Secretary. C. S. SMART, Chairman.

T. C. Mendenhall, E. E. White,
A. T. Wiles, H. A. Thompson.

——JUDGING from the account in the Cincinnati Gazette, of the Butler County Teachers' Association, held in Hamilton, Saturday, October 23d, we conclude that the cause of education in old Butler is receiving a new impetus. The Hon. D. P. Nelson gave a lively address on the "Past and Present Condition of Education in Butler County"; Jas. B. Berry, Principal of the First Ward School, Hamilton, read a paper on "The Pupil's Individuality," called sensible and scholarly; Supt. J. B. Peaslee, of Cincinnati, presented the subject of arithmetic in such a way as to elicit the profound attention and warm commendation of his hearers; Miss Jane W. Blackwood, Principal of the Dayton Normal School, read, in an almost faultless manner, a paper on "Object Lessons"; Supt. Thos. A. Pollok, of Camden, presented a topic list for geographical study and recitation, which was discussed by Ellis, Peaslee, Sharkey, Clark, and Gossett; Will H. Moravy, of Trenton, delivered an address on "Moral Training," replete with sound advice. The Association adjourned to meet the fourth Saturday in November, at which time the subject of County Superintendency is to be discussed, under the leadership of Messrs. Nelson and Moravy. The meeting was enlivened by music, under the leadership of Prof. Meyder, and a violin performance by Miss Liepold, which called forth a storm of applause.

——MR. P. HENRY, of Morgan County, has long been a tried friend of

this journal. Last year he sent in 127 names, and promises us his continued support. The influence upon teachers of one such man in a county cannot be estimated in dollars and cents.

——E. J. GODFREY has resigned his position as Principal of the Xenia High School, to accept the Superintendency of the London Schools, as successor of W. M. Harford, who has decided to quit the profession of teaching. Mr. Godfrey entered upon his new duties November 1st.

INSTITUTES.

BUTLER COUNTY.—Place, Hamilton; time, last week in August; enrolment, more than 100; instructors, Hon. T. W. Harvey, Prof. R. W. McFarland, and Prof. J. C. Ridge. Three evening lectures were delivered. Just before the final adjournment, the county teachers presented Mr. Alston Ellis, President of the Institute, two elegant chromos, as a mark of their appreciation of his services. The Institute was pronounced a decided success. Subscriptions, 11.

LOGAN CO.—Place, Bellefontaine (?); time of beginning, August 2d; duration, four weeks; instructors, Rev. Mr. Williamson, G. W. Snyder, of Bellefontaine, and Prof. Wright, of Rushsylvania. George S. Ormsby, of Xenia, was present during the last week, and his work was highly appreciated. Supt. Hoover, of Bellefontaine, gave some fine lectures on the sciences. The Institute is said to have been "the most interesting and beneficial ever held in the county," the lectures, discussions, and all instruction being very practical, and hence better adapted to the wants of teachers. Subscriptions, 5.

STARK CO.—Place, Alliance; time of beginning, October 12th; enrolment, 251; instructors, Hon. E. E. White, Prof. W. G. Williams, of Delaware, Ohio, Prof. Daniel Worley, of Canton. We were present two hours, giving one lesson, and listening to an entertaining exercise in English Grammar, by Prof. Williams. Subscriptions, 23.

WAYNE CO.—Place, Smithville; time of beginning, October 18th; enrolment, 151; instructors, Hon. E. E. White, of Columbus, and Prof. J. B. Eberly, of Smithville. Lectures were delivered by Prof. Delano Jeffries, of Hudson, and the Hon. J. P. Jeffries, of Wooster. Subscriptions, 13.

This institute was called the Union Teachers' Institute of the Smithville High School. The regular county institute was held the same week, in Shreve (we think). Hon. T. W. Harvey was an instructor. We have heard nothing further from it. Send us a report.

GEAUGA CO.—Place, Burton; time of beginning, October 11. We have learned no other particulars, except that the principal instructor was the Hon. T. W. Harvey. W. S. Hayder, the President, gave instructions in arithmetic. Mr. Harvey, the Hon. Anson Smyth, and others, were announced for evening lecturers, and Prof. Hamlen was to have charge of the musical entertainment. Subscriptions, 13.

BOOK NOTICES.

HISTORY OF THE UNITED STATES, prepared especially for schools. On a new and comprehensive plan, embracing the features of "Lyman's Historical Chart." By John Clark Ridpath, A. M., Professor of Belles-Lettres and History in Indiana Asbury University. Illustrated with Charts, Maps, and Engravings. Jones Brothers & Co., Cincinnati, Philadelphia, St. Louis, Chicago, Memphis, Atlanta. Pp. 479. Price $1.75.

This book is a large octavo and presents a formidable appearance, but in fact, owing to its large print, it does not contain so much matter as some smaller histories of the United States. The author has aimed to give an accurate and spirited narrative of the principal events in our national history, from the discovery of the continent to the present time, and also to discuss the philosophy of that history. He devotes the first chapter to the North-American discoveries of the Icelanders and Norwegians, and then six chapters to the discoveries of the Spaniards, French, English, and Dutch, and closes with the death of Charles Sumner. The work is illustrated by six colored chronological charts, six maps, forty-two portraits, forty topographical diagrams, and five sketches. After each of the four parts into which the book is divided, is a pronouncing vocabulary of the proper names used in the part. The use of accents is avoided by printing the italicized syllable in black-faced letters. The pronunciations are generally accurate, but we have noticed several mistakes, among which are the pronunciations of *Rensselaer*, *Rosecrans*, *Churubusco*, *Chihuahua*, *Chapultepec*, *Kearsarge*, *Pauw*, and *Du Quesne*. The closing paragraph is here given.

"The history of the United States has now been traced to a time so recent that the events to be mentioned have not yet become historical. The republic has passed through stormy times, but has come at last to the threshold of its hundredth year in safety and peace. The clouds that were so recently black overhead have broken, and are rapidly sinking behind the horizon. The fabric reared by the wisdom of the fathers still stands in undiminished glory. THE PAST HAS TAUGHT ITS LESSON; THE PRESENT HAS ITS DUTY, AND THE FUTURE ITS HOPE."

THE TEACHER'S HAND BOOK, for the Institute and the Class Room. By Wm. F. Phelps, M. A., Principal of the State Normal Schools, Winona, Minn. New York: A. S. Barnes & Co. Pp. 335.

The leading purpose of this book is "to excite discussion, awaken interest, and quicken zeal, in the great work of elevating the teachers of our country to that commanding position which they should ever be worthy to occupy in the public regard." It is dedicated to the promotion of the interests of country schools rather than to the graded systems of cities and towns. We should be glad to present in full the heavy-faced headings of the book, to show the topics discussed. The whole book is replete with interest, and every teacher should give it a careful perusal, especially should the teachers who plan the exercises of institutes study its programmes, and Prof. Phelps's excellent suggestions. We had thought of giving, by references, a definite idea of the Hand Book, but there is so much to commend that we give up in despair the attempt to do the work justice in a short notice.

ELEMENTARY COURSE IN GEOGRAPHY, designed for primary and intermediate grades, and as a complete shorter course. By William Swinton. Ivison, Blakeman, Taylor, & Co.

We noticed some time ago, in Educational Notes and Queries, Swinton's larger work, giving a full account of its peculiarities. In our December issue we promise to do the same in reference to this smaller work, which deserves a special notice.

——SCRIBNER'S MONTHLY and St. Nicholas have each entered this month on a new volume. The Monthly is an illustrated magazine, and stands in the first rank of American magazines. Price $4.00 a year. This journal and Scribner's Monthly sent by us for $4.50. St. Nicholas is $3.00 a year. With this journal, $3.75. As a periodical for young folks, the St. Nicholas is the best in the Solar System.

——THE NATION is the ablest literary paper published in America. See notice on another page.

——THE EDUCATIONAL VOICE.—This is the title of a new monthly paper, which began its existence in Pittsburgh, last month, under the editorship of Andrew Burt, A. M., and C. C. Cochran, the latter also acting as business manager. Price $1.00 (ten months). The official department is under the editorship of George J. Luckey, the well-known Superintendent of the Pittsburgh Schools. The periodical is a small three-column quarto, uncovered. The striking article of the first number is Mr. Luckey's lecture, entitled "One Corner of Europe," delivered before the Teachers' Institute, September 2, 1875. We shall look with interest for the future utterances of the *Voice*.

——THE LOS ANGELES SCHOOLMASTER is a five-columned folio weekly paper, devoted to the educational interests of southern California, edited by Dr. W. T. Lucky, and published by C. A. Bonesteel & Co. Such a paper cannot fail to be of value to the educational interests of the Golden State. We feel kindly towards it for its strong reference to our journal in the issue of October 20. It pronounced without qualification this journal "the best educational magazine in the United States." We shall do all we can to make this statement true, but shall not feel envious if some other educational periodical shall succeed, in consequence of the careful labor of its editor, in taking a higher position than this journal has yet reached.

——THE NEXT VOLUME.—This periodical will soon enter upon a new volume, which will be the first of a new series. We hope our good friends will exert themselves to have teachers whose subscriptions expire with the next number renew early their subscriptions for next year. We intend to make our magazine worth five dollars instead of one dollar and a half a year, to every teacher that will read it.

——TO OUR EDUCATIONAL EXCHANGES.—We shall be glad to receive immediately, the clubbing rates of all our educational exchanges, for publication in our December issue.

THE

NATIONAL TEACHER:

A MONTHLY EDUCATIONAL JOURNAL.

Vol. V. DECEMBER, 1875. No. 12.

THE STUDY OF PHYSICS.

It is proposed to discuss briefly some of the difficulties in the way of modest attainments by teachers in the domain of physics, and to suggest remedies for some of them. What is said will be not so much for the student in the laboratory or the student still under the guidance of a teacher, as for that large class who must get what information on this subject they *do* get by careful study of a text-book, aided, of course, by such simple experiments as they may be able to perform for themselves, and by such scientific lectures as they may occasionally have an opportunity to hear.

It is a rare occurrence to find a teacher who has not studied physics—natural philosophy, perhaps he called it—at some time or other. Few that have studied it have failed to be interested in it, many have been fascinated by it; yet we find no subject taught in grades below the high school more dreaded by the teacher than elementary physics. That which is interesting to read, to hear lectured upon, to witness experiments in, becomes a dreaded thing when the elements of the knowledge thus pleasantly acquired are to be properly arranged for presentation to others. The experience of every teacher present will confirm the statement that no teacher dislikes to give instruction in a branch of which her knowledge is sure and certain. Here lies the trouble; to make our knowledge of physics sure and certain. There is a strong tendency for our knowledge in this subject to be fragmentary; a tendency for us to have facts, laws, proofs, stored away in our mind, isolated from each other;

in short, we too often fail to perceive just exactly what *facts* are the basis of the *proof* of a given *law*. We may often have the facts all right, and have a knowledge of the law, and yet fail to see the connection. We understand topics seemingly well as they are discussed in the text-book or by the lecturer, but fail when we are through to have good ideas of the subject as a whole. It is too apt to appear as an immense collection of facts, without, perhaps, any too much connection with each other. We have difficulty, too, in being able to catch the spirit of the reasoning in many cases, and beg the question instead of proving it. It takes us some time to learn how to use even the simpler methods of mathematics in connection with experimental facts. We must not consider a pupil dull because he does not instantly perceive that the equation, $g=\frac{mm'}{d^2}$, is a concise statement of Newton's great law. The learner may often find himself trying to prove by an equation or to deduce from a diagram, that which can only be established by experiment. A part of the difficulties encountered are undoubtedly inherent and not to be avoided; but they may be more easily conquered by an understanding of their exact character.

That which shall have for its scope the study of matter and its varied changes without loss of identity must necessarily be a vast and complete subject. It seems to me that the vastness of the subject is too often forgotten by the learner; perhaps it would be better to say that it is too often never realized. The subject is sometimes begun with the expectation of learning all about it in a few months. We should rid ourselves of no idea sooner than this. Physics cannot be mastered in six months, or a year, or two years, or three. Again, we encounter difficulty in its threefold descriptive, inductive, and deductive character. In a single investigation we may be obliged to acquaint ourselves with facts, inductively to establish a law, and in turn deduce consequences of the law. No one meets with especial difficulty in the descriptive part of physics. We may make ourselves acquainted with physical facts as easily as with any other class of facts. Our trouble is in establishing laws inductively and afterwards using them deductively. Passing from the particulars, results, or consequences of a law (while the law is still unknown) to the law itself, constitutes induction. In deduction, on the contrary, we *develop* the consequences *from* the law. The learner is often puzzled to catch the difference

between induction and deduction. We may be told that Newton, seeing the historic apple fall to the ground, and his memory telling him that all the unsupported bodies he ever saw fell to the ground, announced the law that all bodies unsupported would fall to the earth; and this is a law established inductively. A stone is released from the hand; we say it will fall to the ground according to the law that "all bodies unsupported fall to the earth;" this is a deduction from the law. And yet we may not see so much difference between the processes after all. We get the law from observed facts, and we predict that a body will fall from the law. Our very familiarity with facts regarding falling bodies may tend to obscure the very point that we should see. To make the matter clearer, let us take an example from a more modern time. It is doubtless well known to every one present that when an electric current is caused to pass near a suspended magnetic needle, the needle moves in a peculiar way. We may imagine Oersted at Copenhagen in 1819 as for the first time, we may suppose accidentally, he notices the needle affected by the presence of a current. It strikes him that there may be something to that; so he intentionally causes a current to pass above the needle along its length from north to south. He is unable to predict what will happen; but he observes that the needle stands at right angles to his current, north pole to the east. He reverses the direction of the current, making it flow from south to north, instead of from north to south; again he is unable to predict what will take place, but he notices that the needle and current are again at right angles, only this time the north pole is toward the west. As yet there is no law known. He experiments again and again; he passes the current below as well as above the needle, and varies its direction. He records his results, and comparison shows that although the needle always behaves in one of two distinct ways, it does not move at random. In all the experiments he has thus far made, the same arrangement of wire and needle has been invariably followed by the same result. It occurs to him that this may always be so, and he ventures to state it as a law (for instance) that if the current be passed above the needle from north to south, the north pole of the needle will always turn toward the east. That this law will always hold true, or, more properly speaking, that his theory will turn out a law at all, he cannot at first be sure. Like every inductive law, it is at first only probable. But as time goes on

and each time the experiment is made the prediction of the law is fulfilled, our belief in the correctness of the law grows stronger and stronger, until we predict, with the utmost human certainty that our prediction will come true. It may be asked if the law is only probably true at first, each verification only strengthening it, when does it become *absolutely certain?* In the mathematical sense, *never*. Viewed logically and mathematically, it is only probable that the sun will rise to-morrow; but the probability is very great, there not being one chance in many million millions but what it will.

Charles Babbage showed in the famous "Ninth Bridgewater Treatise" that it was theoretically possible for human artists to design a machine consisting of metallic wheels and levers which should work by a certain law for any given time, and then at a fixed moment make a single break. The machine might, for instance, go on counting the natural numbers, 1, 2, 3, 4, 5, and so on, until a number should be reached requiring for its expression a hundred million digits. "If every letter in the volume before the reader's eyes," says Babbage, "were changed into a figure, and if all the figures contained in a thousand such volumes were arranged in order, the whole together would yet fall far short of the induction the observer would have had in favor of the law of natural numbers. . . . . Yet shall the engine, true to the prediction of its director, after the lapse of myriads of ages, fulfil its task, and give that one, the first and only exception to that time-sanctioned law. What would have been the chances against the appearance of the excepted case, immediately prior to its occurrence?

If we substitute for x in the algebraical expression, x^2+x+41, the successive values, 0, 1, 2, 3, 4, &c., we shall get 41, 43, 47, 53, &c., which, it will be noticed, are prime numbers. We go on putting successive members for x and get twenty, twenty-five, thirty, thirty-five, primes in succession. The conviction grows strong upon us that each new substitution will give a prime number; our induction is quite strong. We substitute 40 for x and get $1681=41$ times 41, which is evidently composite. What happens here forty times might happen forty million times. An apparent law may hold firm to a certain point and then break down, so that inductive reasoning can give no absolutely sure knowledge of what is to come. Universal gravitation has been better established perhaps than any other law of nature, and we believe that any body that can affect the senses

will fall to the earth if not prevented. Euler, in his "Letters to a German Princess" remarks that though he had never made the trial of the stones which compose the church of Magdeburg, yet he had not the least doubt that all of them were heavy and would fall if unsupported. But he says further that it would be difficult to give any reason for his belief. The belief does not become certainty until the trial is made, because we cannot be sure that the stones of the Magdeburg church are like all other stones in their properties; yet the chances are indefinitely great that they are like all other stones.

I would not in what I may say lead a single mind to think, "well, if an inductive law is never *quite* beyond chance, why believe in it at all?" I want merely to call attention to the essential character of inductive reasoning, that we may keep in mind how each fresh instance of its action gives to a law added strength; and that we may be guarded against too hasty inductions based upon insufficient data. In passing, it may be remarked that we have W. Stanley Jevons, of Owens College, Manchester, for authority that one can no more reason well inductively without a previous knowledge of deductive processes, than he can successfully learn division without a previous knowledge of multiplication,—a strong argument for a course in Euclidian geometry to precede the study of any of the inductive sciences.

There is an evil tendency that manifests itself in many persons to be thorough, entirely thorough, at a time when thoroughness may not only be unnecessary, but very often impossible. This tendency is seen in persons who always read a collection of essays through in order, who read a book of poems in the same manner, not content to read the more notable productions of the author first, afterwards filling in with his minor works. How such persons are ever able to use a dictionary without beginning with the Key to Pronunciation and reading through till they come to the word they want, it is not the purpose of this paper to explain.

Physics cannot be learned in this way, *all at once.* If we had recently taken up residence in a strange city and were piloted by a friend to a remote section of it, expecting to be obliged to retrace our steps alone, we should make no attempt on the first trip to learn the names on all the signs by the way, or the names on the door-plates of the dwellings that we passed, or a hundred other minutiæ which daily passing would impress up-

on the mind; but we should be chiefly concerned with the principal features of the route as a *whole*, that we might be able to find our way unassisted back to our starting place. It would take continual passing and re-passing thoroughly to acquaint us with the details of the way.

Physics should be studied at first to give a general view over the whole subject, details to be afterwards filled in. Consider the building of a house. Do we find the builder finishing as he goes? Do we find the house up six feet, lathed, plastered, floors laid, wood-wook finished, sash in, all complete?—and the same when it is up seven feet?—and eight feet? Instead of this the house is first put up in outline, in skeleton, and the details afterwards gradually added.

So in physics: we cannot finish as we go; we must have the framework first. When arithmetic or algebra (it is not so true of geometry) are studied in adult years we may doubtless approximately finish as we go. It is a mistake, however, to study and struggle over the mechanics (for instance) of a treatise before getting an outline of the leading facts and laws of sound, heat, light, electricity, together with a real and living knowledge of the mighty law of conservation of energy. Having such a bird's-eye view over the whole subject we shall be better prepared to go over the laws of rest and motion more thoroughly, to study heat and sound more understandingly, in fact to explore the many rich and pleasant by-paths along the way. But all this implies that each topic must be studied again and again. Yes, reviewed again and again, each time the old truths becoming more firmly fixed in the mind and new ones constantly being added. We should not expect to remember things without constant review. That student's earnest friend, John Todd, says that next to perseverance nothing conduces so much to successful and accurate scholarship as *the constant habit of reviewing*. Would that every teacher could impress this upon every one of his pupils.

We should ever remember in our teaching our own early struggles and difficulties with the subject, and not expect too much of the pupil. The instruction should be adapted to the age and comprehension of the pupil. We are only too apt, as we find ourselves growing in a subject, to teach away over the heads of our pupils. We forget that it is all as new to them as it once was to us, and that a knotty point is no easier to the beginner on account of our having mastered it. The teacher

cannot, of course, come to a stand-still. I believe it has come to be an axiom of the profession, that the teacher must either intellectually advance or recede, from year to year,—there is no half-way ground. No teacher should be content to know merely what his class is at present fitted to understand. It does the class good to feel that their teacher has additional knowledge at command, which they too by earnest effort may attain at some future day, though realizing that it is at present beyond their power.

Yet it will happen, let the teacher know ever so much, that pupils will often ask questions in the physics class which the teacher cannot answer. Is physics the only branch in which this happens? It has been said that the three words which are hardest for the average American citizen to utter consecutively, are "I was mistaken." Teachers should not be open to a like assertion regarding the three words, "I don't know." If a question is asked in the physics class, or any other class, which you cannot answer, *say so.* You may find out the answer to the question, and give it to the class at some other time; but don't try to evade a question, rather than to admit that you cannot answer it. Boys and girls don't believe that their teacher knows everything, and there is no use in trying to make them. They quickly discern and respect, more highly perhaps, than the teacher is always aware, that frankness which shows them that their teacher is but what they are,—a student,—farther advanced, perhaps, but a student still, nothing more.

It is hoped that this paper helps to show that in a vast subject like physics, the learner can make haste but slowly; that the first aim should be to get the general scope, or plan, or skeleton, of the science well in hand, leaving the greater mass of details for review study.

Columbus, Ohio, Oct. 16, 1875. A. G. F.

THE DISTINCTIVE CHARACTERISTICS OF NORMAL SCHOOLS.

Perhaps no institutions in our country are more thoroughly misunderstood than Normal Schools. In the estimation of some, the term "*Normal*" has a kind of magic potency to change ignorance into intelligence, and inefficiency into competency. It is supposed to be a fountain of special virtues, from which

it is only necessary to imbibe a few draughts, in order to become as wise as Solomon. By others it is supposed to be a kind of literary machine-shop, wherein unfortunate applicants for county certificates may enter, and be fitted out with necessary qualifications, "ready made."

And then again the name is applied to all manner of schools, from the university—where it really belongs—down to the country singing school. To such an extent has this word "Normal" been bandied about, among third and fourth-rate academies and colleges, that it has really become a term of reproach, and a synonym for "shoddy," in the estimation of the better classes of literary and scientific institutions.

This has begotten a contempt for normal schools, where it is not really deserved. Intelligent educators, who have not given them special consideration, are slow, in consequence, to acknowledge either their necessity or merits. This is unfair to normal schools, and prejudicial to the cause of popular learning.

No one in his sober senses, can doubt, for a single moment, the necessity for *some* special preparartion on the part of teachers, and the more the better. And what we mean by "special" is *more* and *better*, than is usually given in the high school or college. The normal school should do this special work. But when we see all manner of nonsense proposed by these schools, and such a fulsome display of extravagant pretentions set forth, is it any wonder that intelligent and practical men turn from them in disgust, or treat them with indifference?

We believe if the true office and intent of the normal schools are set forth in their practical workings, free from these questionable features, scarcely any one will either question their utility, or begrudge the means for carrying them on.

But setting aside all questions as to the duty of the State to provide professional instruction for her teachers, we propose to consider, in the first place, *what Normal Schools cannot do*, and therefore ought not to make foolish pretentions to that effect; and in the second place, *what they can do, and ought to do*, in order to entitle them to the respect and confidence of the people; for certainly, if they are to be judged by their fruits—either the State or private normal schools of our country—I fear the popular verdict would not be favorable to them.

WHAT THEY CANNOT DO.

1. *They cannot make good teachers from poor scholarship.* No amount of professional training—so called—will ever atone for

empty heads, or for superficial knowledge of the branches to be taught; and no amount of mere cramming, for special occasions, will ever open the gateways to scientific attainments; or the eyes of the teacher to the higher laws of progress. Merely acquiring facts, without properly informing the understanding, must ever stand in the way of healthy progress. And so, inadequate preparation in *matter*, must ever interfere with right distribution in *manner*. Knowledge stands first in the order of time, if not in importance. Hence normal schools that attempt methods without knowledge, or even before knowledge and discipline, blunder egregiously. "They reckon without their host." They make their bricks without straw, at least with untempered morter, and confusion and failure must follow.

2. *They cannot supply teaching talent, when nature has not done something pretty clear, in the way of original endowment.* The "Poeta nascitur, non fit" of Horace, finds a fitting simile in the case of the *Nascent* teacher. Now, if it requires natural fitness to make songs, much more does it to train those who not only *make* the songs, but sing them also. Good health, cheerfulness, sympathy with childhood, a vivid imagination, good common sense, energy and enthusiasm, are quite as essential to successful teaching, as is sound learning. Indeed it is difficult to conceive of the existence of the latter, without an inheritance of the former.

It is idle, therefore, to expect the best, or even respectable teaching, when these qualities do not exist in a creditable degree. And hence also, it is wrong to encourage such as have any natural impediments, to become teachers, since their time and money can be spent to a better purpose.

The higher, and I may say the highest qualifications, in all respects, should be sought after, everywhere, in teachers, as the directest means, through instruction and training, of perpetuating the best qualities of human nature. None but the "fittest" should be allowed to mould the minds and hearts of childhood, and through these, the destinies of our nation and the world. And what is meant by the "fittest", is best exemplified in the popular doctrine of the "Survival of the fittest." In other words, the preparation and perpetuity of the best, by contact with the best. And what is meant by "*best*," is, *best* in body, soul and brain.

This also suggests the care necessary in the choice of teachers, both in respect to natural endowment and the acquired culture

desirable for the various grades of schools. The school authorities, therefore, that have not the discernment necessary to perceive this, are not fit custodians of the nation's wealth, in boys and girls. The same is also true of normal schools, so far as this duty falls to them, both in the choice of material, and its preparation.

3. *They cannot compete with colleges, academies, and high schools,* in *their* particular fields, both because the work of normal schools is of a different character and design, and because the former are usually backed by corporate authorities, supplied with ample means for carrying on the instruction of youth thoroughly, and at cheaper rates than can be afforded at professional schools, either State or private. And then the normal school has a far different field to cultivate. It should not, therefore, be compelled to do the work of older and abler institutions, any farther than the review of the branches would serve the purposes of illustration of principles and methods. Any one can see, we have no need of normal schools, as distinct institutions, if their energies must be expended upon that which the high school and college can do equally as well, and at far less expense.

4. *They cannot furnish profound scholarship in an incredibly short time.* Sound learning is of comparatively slow growth. Erudition is compatible only with great care and painstaking. The oak requires centuries for growth and perfection. It requires the heat of summer and the cold of winter, the sunshine and the tempest; but when it does mature, it is *an oak.* It has corresponding strength and durability. Now any unnatural forcing, would have corrupted it and weakened it.

The mind of man like the oak, permits no forcing without injury. It too, must have its natural time for growth and maturity. It too, must have cold and heat, summer and winter, sunshine and tempest, in its sphere of action, in order to bring out its noblest powers, that when it matures it may, like the oak, have strength and durability.

We believe the tendency of the present day, to shorten courses of study, to hurry over them, or to crowd them with a great many things, in a limited time, is not a good one. More time employed, and less ground passed over, would make riper scholarship and better teachers. The simple ability to produce outlines or synopses is no positive evidence of knowledge. The synopsis of a subject of science, bears about the same relation to the thorough study of it, that staking off a piece of ground

does to the cultivation of it. How many persons mistake the mere markings for the deep furrows of thought and reflection. Outlines are good things in their places; but when it comes to be all outlines, and no *inlines*, no self-examination, and sober digestive thought, they are then a nuisance. Thorough mastery of a subject is seldom or never attained through synopses or outlines. *They* are rather the *result* of mastery, than a *means*. Facts come before systems; and investigation and research before generalization. The mind must dig down deep into the sub-stratum of subjects, must open all the gateways of science, must explore her hidden recesses, before it can generalize or outline intelligently. This takes time. It takes labor; *but it pays.*

5. *They cannot make lawyers, doctors, merchants, engineers, or mechanics.* To attempt this, is a vile perversion of their uses, and to attach any such departments to them shows a reckless disregard for the real wants of the schools. It is true, more money can be made out of normal schools—so called—in this venal age, by holding out these inducements; but what is gained in money, is more than lost in usefulness and respectability. All that normal schools, in their present circumstances, should be expected to do, outside the professional work, is to make good the defects in academic training. This they can best do in their academic and model departments, which should always be subordinated to the professional idea.

They might also, in some cases, do the preparatory work for the college, in these subordinate departments, just as they do their own; but it were far better that this work should be done before the student enters the normal school.

In all cases where other professions are suffered to usurp the attention of normal schools, or where exclusive attention is given to acedemic studies, ignoring the professional idea, they lose their true character, and degenerate into mere money making machines.

We conclude, therefore, that normal schools have distinctive features, widely different from all merely academic institutions, and indeed, from all others of whatever nature; and that this is so marked as to entitle them to a distinct place in the great family of schools, as we shall endeavor to show in our next.

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EDUCATIONAL BOOKS, NEW AND OLD.

BIBLIOGRAPHIC AND EXPOSITIVE NOTES.

Third Paper.

Theory of teaching, with a few Practical Illustrations. By a Teacher. Boston: E. P. Peabody, 1841, pp. 128. This little book was written by Miss Peabody in the most modest, conscientious, and one may say, devout spirit. It comprises twenty-four letters, "part of a real correspondence, begun in order to systematize the writer's own theory and practice." A good book for a young lady teacher who is willing to think her way through its somewhat dry but very sound pages.

Lectures on Female Education and Manners. By J. Burton. The Second Edition. London: Printed for J. Johnson, St. Paul's Church-yard; J. Murray, Fleet-Street; and J. Evans, Paternoster-row. 1793. Two volumes, of over 200 pp. each. Thirty-eight very solemn and proper lectures, "written for the particular use of a School for Female Tuition," and "read to the Pupils on Sunday Evenings." A book of useful platitudes, and grave admonitions, which probably nobody ever read quite through.

Hints Towards Forming the Character of a Young Princess. By Hannah More. Two volumes, of over 300 pages each. Third Edition. London: Printed for T. Cadell and W. Davis, in the Strand. 1805. This book bears for a motto on the title-page the following words of Milton: "I call that a complete and generous Education, which fits a Person to perform justly, skilfully, and magnanimously, all the offices both of public and private Life; of Peace and War." A shrewd and sensible book, but somewhat warped by harmless prejudices. The critical chapters on Books are well worth reading, as they give us the *literary atmosphere* of the beginning of this century. Hannah More was *almost* a genius.

Letters on the Elementary Principles of Education. By Elizabeth Hamilton, author of the Memoirs of Modern Philosophers, etc. Third American Edition. Boston: Samuel H. Parker, 164, Washington Street, 1825. Two volumes. This work, once extremely popular for a book of the kind, was first published in England, in 1801, and afterwards had the peculiar fortune of being reprinted in both Virginia (at Alexandria in 1803) and in Massachusetts. Mrs. Hamilton was an accomplished writer, whose society, according to Chambers, "was

courted by the most intellectual and influential of her fellow-citizens," at Edinburgh. Her treatise on education quite deserves the distinction to which it rapidly attained. It is well sustained from beginning to end, and has a clearness of thought and a grace of style that make it both persuasive and entertaining. Like Miss Edgeworth's "Practical Education," the "Letters" deserve a rescue from that neglect into which they have fallen.

Lectures on Popular Education; Delivered to the Edinburgh Philosophical Association, in April and November, 1833, and Published by Request of the Directors of the Association. By George Combe. Second American Edition, Corrected and Enlarged. Boston: Marsh, Capen, Lyon, and Webb. 1839. Pp. 141. The American Edition is dedicated to Horace Mann, a great admirer of Dr. Combe. The volume contains three lectures, the substance of which may be found in the "Constitution of Man." The main argument is in favor of greater attention to scientific education. The book abounds in good thoughts and suggestive allusions. While partisan in spirit, it is also tolerant and fair. Deals much in matters of fact.

A Plan for the Conduct of Female Education in Boarding Schools. By Erasmus Darwin, M. D., F. R. S. Author of Zoonomia and the Botanic Garden. Dublin: Printed by J. Chambers, No. 5, Abbey-Street, 1798, pp. 104. A work of no special merit, but curious as being the views of a celebrated man, the grandfather of one still more illustrious. By far the most interesting part of this little book is the catalogue of books which it contains,—book recommended for the use of children and youth.

W. H. VENABLE.

THE NEW METHOD OF STUDYING MIND.

The old method of studying Mind, called the metaphysical method, regarded it as an abstract entity, the phenomena of which were to be investigated apart from their physical correlations and accompaniments. But after ages of speculation about the nature of the soul, it was found that the metaphysicians had been travelling in a circle, and that their investigations had been utterly barren of all practical results. Sir William Hamilton, justly esteemed the ablest philosopher of his day, says "The past history of philosophy has, in a great measure, been only a history of variations and errors." This

failure of the metaphysical method has brought the very term *metaphysics* into bad repute, so that it is regarded in the popular mind as synonymous with empty and fruitless speculation. The modern method of studying mind, and one which promises more satisfactory and fruitful results than the ancient one, views mental phenomena from a different stand-point, It recognizes the important fact that mind in all its operations, in its growth and development, is conditioned by its physical environments. As the thread of mercury in the thermometer tube is sensitive to every varying temperature in the surrounding atmosphere, rising and falling with it, so does mental action in its quality and quantity depend on the condition and varying moods of the delicate network of nerves, which, as it were, encase the mind, and serve as the medium between it and the external world. Cerebral Psychology recognizes the fact that it is in vain for science to waste its time and strength in endeavoring to explain the *substance* of mind. We know nothing of the substance of either mind or matter, but must be content in our investigations of both these entities to learn what we can of their qualities, phenomena, and laws, and the conditions under which these are manifested. Hence the new method of studying mind is termed the objective, empiric, and inductive method, because it approaches its subject from the objective side, from which alone it seems possible to obtain any clear insight into the mysterious workings of the soul. The old subjective method endeavored to infer the true facts and laws of mind from the data of consciousness, taking no account whatever of the external conditions under which mental phenomena manifest themselves. Its method, therefore, was essentially deductive. The new method beginning in the regions of physiology and ascertaining all the facts possible relative to the mechanism of the nervous system, advances into the domain of psychology and gathers up all the facts of consciousness, and by putting together the objective and subjective elements, infers from these premises, which are two-fold in their nature, the laws and conditions of mental action and development. This method is therefore essentially inductive.

Such a method does not, as some have inferred, tend to materialism, which completely confounds mind and matter, and regards physical and psychical phenomena as different manifestations of one and the same substance. However useful and even indispensable the physical element may be in helping to

arrive at correct conclusions with regard to the psychical element, they can no more be confounded than the *x's* and *y's* with which the mathematician deals with the real quantities which these symbols represent. The study of objective psychology has proved that mental action is carried on after the manner of a circuit; that there is one class of nerves, called the *afferent*, whose sole office is to convey impressions to the brain, and another, called the *efferent*, which return these impressions in the form of muscular action. At a certain point in this mysterious circuit those physical impressions, excited by the nervous fluid or stimuli, flash forth into consciousness, and exhibit the phenomena of thought, feeling, and volition. Why at a particular point in this circuit the phenomena of mind should invariably appear—phenomena which are totally unlike the other terms in the series—remains an inscrutable mystery. The demands of science are fully satisfied when it is able to find the true correlations between mind and its environment, without making the vain attempt to bridge over the impassable chasm between them.

But the study of mind from the objective point besides having established the reflex or circular nature of nervous action, has also brought to light other interesting and important facts. It has proved that the brain is not the sole seat of mind; or that there is a class of mental actions which go on automatically in which the brain is not at all concerned. Animals, when deprived of their brains, still manifest a certain class of mental actions. Brainless pigeons smooth down their feathers; brainless frogs will rub off sulphuric acid which has been dropped upon them, and infants born without brains have been known to take the breast, and to perform the usual operation of sucking.

This method has also established the truth of automatic mental action—a doctrine which has been stoutly denied and opposed by the metaphysicians. Automatic mental action takes place in that class of psychical activities which have by long practice assumed the form of habits and aptitudes, and which go on without an effort of the will. This discovery has a most important bearing on education, whether this looks to physical, intellectual, or moral and religious training. The educational aspect of automatic mental action deserves the careful study of all teachers. Only a few of our foremost thinkers, like Huxley, have as yet even begun to realize the

important bearing of this doctrine on education. "It is," says Huxley, "beeause the body is a machine that education is possible. Education is the formation of habits, a superinducing of an artificial organization upon the natural organization of the body; so that acts, which at first required a conscious effort, eventually become unconscious and mechanical. If the act which primarily requires a distinct consciousness, and volition of its details, always needed the same effort, education would be an impossibility." This pithy extract contains more that is of practical value to teachers, if properly heeded, than can often be gathered from whole volumes with the high-sounding and catchpenny titles which characterize them. Teachers should never lose sight of the fact that their work is well and thoroughly done only to that degree in which both mind and body have been trained to act with automatic readiness and precision. This high degree of mental and physical development can be attained only by continual and incessant practice. *Practice, and practice alone, makes perfect.*

Hence, mind studied from the objective stand-point, requires that the external environment shall be taken into the account. Nature may be regarded as a vast network of influences which centering in man form one of the great factors which determine his character, physically, intellectually, and morally. The exploded science of astrology had in it an element of truth, inasmuch as it recognized the fact that man's fortunes and destiny are determined by the ruling forces of the universe. Sun, moon, and stars, all enter as factors into that complex product known as Man. The harmonious adjustment between man and his environment is the first condition of his intellectual progress and development. The degree of this adjustment becomes at once the measure of the mental development to which it is possible for him to attain.

Man, in order to be an intellectual being of the highest order, must be first of all a good animal. A diseased body must be accompanied by a feeble or a fitful and abnormal mental action. A vigorous and long-sustained mental action demands as its basis a sound and vigorous animality. If man stands in his mental endowments immeasurably above all other animals, it is because he is the paragon of animals. It was remarked by an ancient philosopher that if brutes had been possessed of hands, they would have been men. The human hand which few persons ever study, is the mighty instrument of hu-

man progress and civilization. If the mind has accomplished wonderful achievements in art, it is because its high mandates have been executed by this perfect instrument.

By thus viewing mental action in its correlations with its physical environment, mind is not degraded, but matter is elevated to its true position. Animalism and materiality by being made the basis of mental phenomena, are lifted up and glorified by their union with the spiritual. The old metaphysical method proceeded on the assumption that there is an antagonism between mind and matter, that the body is a gloomy prison in which the soul has been chained, and from which it longs to escape. Christianity is in no way accountable for this unworthy conception of matter. It is a sporadic element from heathen philosophy, and which even yet exercises considerable influence over a certain class of minds. This class who so reluctantly admit the intimate union of mind and matter, lest by such an admission they may seem to throw doubt on the soul's immortality, are by their very fears giving aid and comfort to that materialism which they so much detest. The old ideas of man's constitution must be readjusted to the new facts of advancing science, and the attempt to deny these facts under the belief that we are shielding religion, injures the cause which we would defend.

Chillicothe, Mo. J. M. Long, A. M.

TEACHING SPELLING.

Mr. Editor:—In response to your request, "Let us hear from teachers," on the subject of methods of teaching spelling, I herewith give one which has proved "the best" with me:

First, the lesson is prepared at the seats from Readers, and other named books, such as Geographies, Grammars, &c., by writing all the different words, long or short, with syllables separated by the hyphen, and numbered by the verse in the book from which selections are to be made. That is, the list from first verse numbered 1, that from the second, 2, &c.; the division *when practicable*, suggesting the derivation. Thus, pre-cept-or, not pre-cep-tor. When the final consonant is doubled, upon taking another syllable, give one to the last syllable. Thus, trot-ting, not trott-ing. This is to insure the doubling of the consonant.

Second, (Recitation,) teacher looks over the lesson, chooses a difficult word, announces number of verse, pronounces the word. Pupils find word on slates, and rise. Teacher designates the pupil whom he wishes to try, (one of the poorest,) who pronounces, divides, (orally) giving each syllable its elementary

sounds, then spells; all, except the *most advanced* classes, pronouncing syllables; *they* merely pausing slightly at each division. All who agree take seats, others criticise, and so forth, until all have taken seats.

After sufficiently testing each pupil's care in the preparation, and ability to divide properly, slates are cleared and ten or twenty words written as tests.

Slates are then corrected as follows: Pupils pronounce in order, and teacher spells rapidly, class correcting, or rather marking missed words.

Last, report of class.

Mt. Airy, March 9, '75. W. R. MOORE.

QUERIES.

1. What is the difference between instruction and training, and which occupies the higher rank?

2. Should the education of the intellect be regarded as of paramount importance to that of the moral and physical nature of the child?

3. Why should the younger pupils be confined less than the older ones?

ANOTHER OPEN LETTER TO THE EDITOR.

MR. EDITOR:—In "An Open Letter to the Editor" in the October Monthly, an *erratum* is quite evidently made the playful occasion for restating a favorite proposition, and of setting forth, "with all courtesy and deference," that some one had heretically opposed this proposition, though, "never by anything that could strictly be called argument, but by vigorous assertion and abundant declamation more than enough."

A large body of your readers well know that this proposition was reiterated at the last meeting of the Association, as an answer to my remarks directed to the reasonable appeal of a leading Cincinnati teacher, to be delivered from the temptations, limitations and other evils of *rigidly monthly* examinations, exacted, as was asserted, by us, the superintendents. I may therefore be permitted to say that by a large number of his hearers, the most of your correspondent's "declamation" has been held as true, "from year to year," through the whole "of the last twenty years," during which it would seem from his "Open Letter," it has been delivered "to meet these same arguments." I may also say that all of it might still be admitted to be true, and yet that a brother educator might differ with him in his method of "applying standards to pupils' and teachers' work," and might even concede to some of his teachers the possession of as much conscience, and as clear a conception of those parts of the "Science of education," which pertain to their specialty, as the average general superintendent possesses. When sectaries assert that truth is truth and cannot tolerate error, and that,

therefore, those who do not *see* the truth as *they* see it, are anathema maranatha, it is not necessary to disprove that truth is truth, in order to question the deduction that, therefore, every one is wrong but these particular sectaries.

It is comforting, Mr. Editor, to know that we are not always obliged to agree with everybody else, before we can proceed to our several duties. To some, it is not "sad and disheartening" to have others occasionally dissent from their opinions. It is rather pleasant to reflect that there are many who are willing that their fellows should exercise a little of their own

> "Good sense which is only the gift of Heaven,
> And though not *science*, fairly worth the *seven*."

I need hardly add that our pigeon holes show files of rigid examination papers continuous for a dozen years, and that this measures only half of the period of a similar history. Still, with many teachers, who point to school reports to substantiate their assertions, I can see that the regular recurrence of these examinations at each new moon, may cripple and cramp the work of many masterly teachers of both sexes. I believe with them that the teachers who need this to make them work honestly, should be exchanged at once for others. If a teacher is disposed to cheat, he can and will cheat, and there are in these days enough who have no desire to do this. A good teacher will conduct a part of his daily recitations in writing. for a desirable culture there is in this practice, and to secure required land marks.

An intelligent superintendent can find for two-thirds of his time, suggestive, helpful, profitable work in his school rooms, for which a large number of his teachers would be thankful. If he is fortunate enough to have a hall in which he may occasionally assemble several schools of the same grade, he and his best teachers may certainly do, before, and with teachers and pupils much work for the advantage of all concerned. There is, indeed, no limit to the useful supervisory, advisory, and illustrative work required of a superintendent. I believe that another may do work well on a different plan from mine however. Nothing gives me so much pleasure as to note thoughtful effort to promote true progress in the Public Schools of Ohio, and the country at large. I am proud of the position of Ohio on the atlas recently made up from the Ninth Census Report. No state stands better than she in all that pertains to apparent progress. None shows a better state of present intelligence and morality than large portions of this state. I am most happy to be permitted to occupy any position among those who are honestly striving to promote the best interests of the country in this way. While I cannot promise to accept as the only "science of education" what another may have adopted as a rule of his practice, I will promise not to reject it without thought, nor without some well considered method of securing the desirable ends for which I have a right to presume we are all striving.

D. F. De Wolf.

EDITORIAL DEPARTMENT.

——In the Evening Post of July 8, 1875, appears the Paper read that day before the University Convocation, on the National Bureau of Education, by Gen. John Eaton, Jr. The head-lines inserted by the Post clearly show its opposition to the Bureau, and the leading editorial contains an elaborate argument against the propriety of the National Government establishing such a bureau, which it calls an "abnormal and unconstitutional institution." The Post also opposes the Department of Agriculture, which it says "the federal [why not say national] government has no business to maintain." The editorial closes as follows:

"Above all, they [thoughtful men] do not want any precedents set for the unconstitutional enlargements of the functions of the federal [that odious word again] government, remembering as they do that Washington himself pointed out, in the following words, this as one of the dangers to which our form of government is subjected: 'Towards the preservation of your government, and the permanency of your present happy state, it is requisite not only that you steadily discountenance irregular oppositions to its acknowledged authority, but also that you resist with care the spirit of innovation upon its principles, however specious the pretext. * * * The precedent must always greatly overbalance in permanent evil any partial or transient benefit which the use can at any time yield.'"

The Post, by this quotation, would seem to intimate that the great Washington was opposed to the principle of drawing to a common centre the results of individual skill and observation, and of spreading them thence over the whole nation with a view to national improvement, and hence was opposed to the principle upon which the Bureaus of Agriculture and Education were established. The following extract [See Sparks's Life and Writings of Washington, vol. 12, pp. 70, 71.] from Washington's speech to both houses of Congress, December 7, 1796, will show specifically Washington's views:

"*It will not be doubted, that, with reference either to individual or national welfare, agriculture is of primary importance. In proportion as nations advance in population and other circumstances of maturity, this truth becomes more apparent, and renders the cultivation of the soil more and more an object of public patronage. Institutions promoting it grow up, supported by the public purse;* and to what object can it be dedicated with greater propriety? Among the means which have been employed to this end, none have been attended with greater success than the establishment of boards, composed of proper characters, *charged with collecting and diffusing information*, and enabled by premiums and small pecuniary aids, to encourage and assist a spirit of discovery and improvement. *This species of establishment contributes doubly to the increase of improvement by stimulating to enterprise and experiment, and by drawing to a common centre the results everywhere of individual skill and observation, and spreading them thence over the whole nation.* Experience has shown that they are very cheap instruments of immense national benefits.

"I have heretofore proposed to the consideration of Congress the expediency of establishing a national university, and also a military academy. The desirableness of both these institutions has so constantly increased with every new view that I have taken of the subject, that I

cannot omit the opportunity of once for all recalling your attention to them."

This extract shows clearly that Washington's views in reference to a Bureau of Agriculture were in direct antagonism to those of the Post, and just such as would favor a National Bureau of Education. The Post's views arise, no doubt, from the *laissez-faire* philosophy of government which it is ready to apply on the shortest notice. In the leader alluded to it defends the Patent Office because provided for in the Constitution. On the *laissez-faire* theory, the question arises whether the government ought to interfere at all in reference to the productions of mechanical skill any more than it does with the rhetorical skill of a public speaker. As for the Bureau of Education, we want to declare that we are willing to grant to it a little more power than it now possesses. We see nothing objectionable in empowering it to demand of the separate States educational statistics tabulated according to a form furnished by the Bureau. All the Bureau now gets from the States it gets merely by courtesy.

——We are requested to give publicity to the following. It is hoped that all persons here called upon will respond promptly. Ohio must do her best in the Centennial Exposition:

Office of State Commissioner of Common Schools.
Columbus, October 29, 1875.

At a meeting of the "Committee on the Educational Department of the National Centennial Exposition," held in the office of the State Commissioner of Common Schools, October 1 and 2, 1875, it was "resolved that President Thompson, of Otterbein University, be appointed to correspond with authors, text-book publishers, and manufacturers of school furniture and apparatus, with the purpose of procuring specimens for exhibition."

In accordance with this resolution, I earnestly desire that all authors and publishers send me by mail, if single copy, or if more by express, prepaid, to *Westerville, Franklin County, Ohio*, copies of all text-books written or published by them; not only those now in use in the schools, but any that may have been used in the past. Under the head of text-books, please include scientific books, pamphlets, literary and historical addresses; in short, anything and everything which will indicate the literary and educational growth of the State. These will be properly cared for, and after they have served their purpose in the Centennial Exposition, by consent of the owner, they will be placed in the School Commissioner's office, and kept there as the property of the State.

It is desirable that all these be sent as early as possible, that some definite idea may be formed of the amount of space needed.

All manufacturers of school furniture and school apparatus are requested to notify the undersigned what they are willing to furnish in their several departments, and hold the same subject to his order. Such notification should not be later than January 15, 1876.

This circular will be sent to all interested parties whose post-office addresses can be obtained. Those not receiving it, but learning of its

contents through the papers of the State, will consider themselves as officially requested to co-operate.

There is no reason why *Ohio* may not make the best educational exhibit of any State west of the Alleghanies. To do this will require prompt and united action on the part of all friends of education. *Shall we have your aid?* Very truly, yours,

H. A. THOMPSON, Westerville, Franklin Co., O.

——WE learn from the Hon. C. S. Smart, that Ohio Educational Centennial affairs are advancing. Mr. Smart is serving in the State School Commissioner's office at an important time, and consequently has his hands full of work. By the way, why cannot the Ohio General Assembly, at its approaching session, do a simple act of long-delayed justice, and increase the Commissioner's salary to an amount that would be in keeping with the educational standing of the great State of Ohio.

——MR. PINKERTON, of New-Hampshire, Ohio, in the November number of this journal called attention to a serious inconvenience under which the peripatetic married teacher labors. He suggests *teacherages* (compare *parsonage*) as the remedy. The American people are fond of new things, and hence they want new preachers and new teachers every year or two. It would be better if their attachment for teachers and preachers were stronger and more lasting, as they frequently are for their doctors. The rule in the rural districts of Ohio is to have two teachers a year, one for winter and one for summer, and to give these but one trial. It is but little exaggeration to say that this rule is followed almost as closely as it would be if it were illegal to employ the same teacher in successive years. The time is far distant when the teacher's position in the United States will have the same fixedness that it has in Germany.

——THE article on the American School Girl, in the November number, was prepared by a lady of culture and broad views, who before retiring from the school-room achieved eminent success as a high-school teacher.

EDUCATIONAL INTELLIGENCE.

——WHEN notified that a subscriber has failed to receive any number of this journal due him, we always remail it. But when he has changed his residence and neglected to inform us until after a number has been sent to his former address, he must not expect us to send another number unless the number sent failed to reach his former post-office.

——THE School of Oratory connected with Boston University opened, says the New-England Journal of Education, October 14th, with a handsome increase over last year.

——THE Fifty-fourth Annual Report of the Mercantile Library Association, of New York, shows that it has 8,000 members, and a library of 155,000 volumes, the fourth in size in the United States.

——THE Khedive has issued a decree ordering the enforcement of the metrical system in Egypt from the 1st of January, 1876. Is it not time for the United States to take further action on the metrical system?

——IT is expected that next year the Highland-County Institute will adopt a system of recitations and class drills, instead of the lecture plan.

——THE Schoolhouse in Auburn, Ind., was burned in October. The fire caught in the attic, and was supposed to be the work of an incendiary. Every schoolhouse should be amply insured.

——THE High-School House at Woonsocket, R. I., was burned October 17. Loss, $20,000 in addition to the geological and mineral cabinet, and teachers' books. Insurance, only $7,000. The fire was the work of an incendiary.

——"CORNELL'S Freshmen class contains fifteen ladies."—*Newspaper.* How can *ladies* be *fresh men?* Correcting the grammatical error "*Freshmen*" by changing it to *Freshman*, we have in this sentence a fine illustration of what the rhetoricians call *catachresis.*

——RECITATIONS in the senior class at Harvard are now voluntary, "but members of the class are obliged to report at some one recitation within every two weeks' interval, or incur the penalty of a 'Public,' and all the required work of the year will be expected at the examinations."

——IRONTON, OHIO.—There are now 27 schools, with an average daily attendance of nearly 1,300. This is a marked increase over last year. Although the financial depression in iron has prevented the growth of the city, the school attendance is larger than ever before. Henry A. Farwell is Superintendent.

——IF Harvard and Yale should withdraw from the Intercollegiate Rowing Association it would look too much like a longing for the days when the national interest centred in their annual regattas, and less renowned colleges did not participate. It was unkind in Columbia and Cornell to overshadow the rowing pre-eminence of these great institutions.

——THE constitution voted on October 30, was, if adopted, to take effect November 30. M. J. Green, of Sigel, Mo., writes to us under date of November 1, the sad news that this constitution "makes a reduction in the school term of *country* schools of at least one-half. The rate of taxation in the district schools has been one per cent. In the new constitution it is two-fifths per cent, and thirteen-twentieths per cent can not be exceeded."

——"THE Gregorian Calendar is now used throughout Russia by Imperial mandate."—*Newspaper.* A similar announcement was made in

1830, in the Encyclopædia Americana, art. Epoch, and again, in the December number of Putnam's Magazine, 1856, the editor introduced a column and a half editorial on the Calendar by the sentence, "Resolving to make Russia a commercial nation, the Czar, to smooth the way to this end, has ordered that the Russian chronology shall conform to that of the rest of the Christian world." Both of these announcements were premature, and we shall wait for official documents before we believe the third announcement.

——A KIND of semi-university is to be established at Tomsk, in Siberia. It will have only two faculties, one of medicine and the other of law. We may expect the death rate to increase hereafter in Siberia. Heretofore, in this extensive country with its 6,000,000 inhabitants, there have been but fifty-five doctors to interfere with the health of the people. Would not Siberia be a good place in which to study the natural history of disease? The new university at Tomsk has received a credit of $400,000 on the revenues of the State, granted by the Russian Minister of Finance. There is also to be a new university at Vilna. Seven Russian universities are already in existence. They are at St. Petersburg, Moscow, Kiew, Kazan, Kharkow, Odessa, aud Varsovie. Besides these there are two foreign ones, one, German, at Dorpat, and one, Swedish, at Helsingfors. We have one subscriber at the latter university.

——THE New-Hampshire State Teachers' Association met at Wolfeborough, October 14th and 15th. Papers were read as follows: The Duty of the Teacher and Parent, by S. W. Clark, of Portsmouth; A Unified Educational System, by R. E. Avery, of Tilton; The Moral Element in Teaching, by C. D. Mason, of Dover; Radicalism in Teaching, by Prof. H. O. Ladd, of the Normal School of Plymouth; Reading, by B. F. Dame, of Manchester: The Progress of Fducation, by the Hon. J. W. Simonds, of Franklin; The Common-Sense School, by A. C. Hardy, of Fisherville; and New-Hampshire and the Centennial, by the Hon. J. G. Dearborn, Superintendent of the Manchester Schools. J. Warren Thyng, of Salem, Mass., lectured on Drawing; the Hon. J. D. Philbrick, of Boston, spoke on "How to make our Common Schools Practical"; and Messrs. Powers and Edgerly discussed "What Studies should be pursued in our Common Schools, and to what extent should the State Educate." Isaac Walker, of Pembroke, was appointed State Editor for the New-England Journal of Education, and the National Bureau of Education was endorsed.

——BOURBON COUNTY (KY.) TEACHERS' INSTITUTE was in session on the 28th and 29th of October, and claims that this was the most interesting session ever held in the county. Although the workers were principally the teachers of the county, yet Com. Lockhart understood how to work them to the best advantage.

An association, to meet monthly, was organized, and much is expected from its operations, in harmonizing various elements, assisting to make the public-school system popular, co-operating with the Commissioner in his efforts to improve the schools, teachers, etc.

A unanimous resolution was passed in favor of retaining one school trustee instead of three or more as proposed.

There is much improvement in the schools of Paris, Ky., this year.

"Garth Female Institute," under the management of Prof. C. E. Young, and Bourbon Military Academy, under the management of Col. Edgar, are new candidates for favor, and have located in excellent buildings and are starting with a fair showing of success. Bourbon Female College, under the management of Profs. Brown and Jones, and the private schools of Profs. Yerkes and Lockhart, have more pupils than ever. The last two are preparatory schools, devoted almost exclusively to the preparation of boys for college.

The public-school building has been greatly improved and enlarged, and an additional teacher added to our corps. Grades well filled, and we start the first high school class under the new organization effected two years ago under the new law, and our people are gaining confidence in the efficiency and respectability of the public schools.

S. P.

——The State Archæological Association of Ohio, will hold its first annual meeting in Newark, Ohio, Tuesday, September 5, 1876. The initiation fee is three dollars, and membership is sustained by the payment of an annual fee of two dollars. Persons are requested to send the names of any of their friends interested in archæology, to Dr. N. S. Townshend, General Secretary, Columbus, Ohio, or to J. H. Klippart, Librarian and Depositary, Columbus, Ohio. August 5, 1875, a call signed by twenty-one Ohio citizens, resident of different parts of the State, was issued from Mansfield, for a convention to meet in that city, September 1, 1875, to form a State Archæological Society. The convention continued in session two days; forty-nine delegates enrolled their names the first day, and on the second day, after the adoption of a constitution, twenty persons paid each the initiation fee and became members. The minutes have been published in a neat pamphlet of forty-two pages, which contains R. Brinkerhoof's address of welcome, an address by the Rev. S. D. Peet, of Ashtabula County, on "The Tests by which to Determine the Origin and Affinities of the Prehistoric Races of America"; an address by Isaac Smucker, of Licking County, "On the Mounds and Earth Works of Licking County"; and an address by M. C. Read, of Summit County, on "Some Curious Works in the Northern Part of Summit County, Ohio." We hope this Association will prove a success. Ohio is a fertile archæological field.

——Hayesville Journal.—This is one of the best and most varied in character of the Ohio weekly newspapers. It gives especial attention to educational topics. It contains some excellent reading, as is proved by the following in its issue of November 4. "This magazine [this journal] is fully up to its old standard, and, we think, under Mr. Henkle's management, will more than equal the expectations of its many friends." Thanks, Mr. Journal, for your good words. An approving pat on the head does us as much good now as it did in our juvenile years.

——No State Certificates are granted in Iowa.

——The last General Assembly of Iowa passed a law authorizing any public school to hold periodically Industrial Expositions. In but few places have these expositions been held. One was held in Marshalltown last June, which was visited by W. E. Crosby, editor of The Common School. He went skeptical as to the success of the experiment, but left convinced of the propriety of the law.

——The North-Western Christian University, at Indianapolis, recently moved its quarters east four miles, to the village of Irvington. The new building cost $50,000.

——The higher institutions in Indiana, Wabash College, Asbury University, The State University, Perdue University, Earlham College, Union Christian College, and the State Normal School, are said to be well attended this year, some of them better than ever before.

——The State Teachers' Association of Iowa will meet in Oskaloosa, the last week in this month, and the Indiana State Teachers' Association in Indianapolis the same week.

——The Spelling Reform is acquiring new life. This is manifest from the appointment of committees on the subject, by the Philological, the National Educational, and other Associations. The matter, however, appears in a more practical shape in Connecticut, the last legislature having authorized Gov. Ingersoll to appoint commissioners "to examine into the propriety of adopting an amended orthography of the public documents hereafter to be printed in the State." The governor appointed Senator Wm. W. Fowler, Prof. W. D. Whitney, Dr. J. H. Trumbull, Jas. C. Benshoten, and Sec. B. G. Northrop. The flippant arguments against the Spelling Reform made by such men as Trench and Richard Grant White, should not be allowed to counteract the views of such scholars as Max Müller, Alex. J. Ellis, Prof. W. D. Whitney, Dr. Trumbull, Prof. March, and many others.

——Cleveland, Ohio, appreciates good teachers. The salary of Andrew J. Rickoff, one of the ablest school superintendents in the country, is $4,000 a year; that of Dr. Williams, supervising principal of the three High Schools, $3,000; of Messrs. Barr and Avery, High-School Principals, $2,500; of Alex. Forbes, Principal of the Normal School, $2,500; of Messrs. Day and James, supervising principals, $2,500; and of Miss Harriet L. Keeler, and Miss Kate Stephan (?), special superintendents of primary instruction, respectively, $1,400 and $1,100.

——W. Richardson, President of Ohio Wesleyan Female College, at Delaware, Ohio, and formerly Superintendent of the Piqua (O.) Public Schools, has published an octavo leaf, on one side of which are "Forms of Parsing," and on the other "Rules of Syntax." The plan is good and well executed. Teachers can obtain a supply by addressing Mr. Richardson.

——We are indebted to I. T. Lunn, County Superintendent of Sauk County, Wis., for a printed page containing "the names and post-office addresses of teachers authorized, at the fall examinations of 1875, to teach in Sauk County, Wis." Such a list cannot fail to be of great use.

——THE September monthly report of the South Bend (Ind.) Schools, under the charge of D. A. Ewing, shows an enrolment of 1,401, average number belonging, 1,293, average daily attendance, 1,216, average daily absence, 77, per cent of daily attendance, 94, 27 cases of truancy, 145 cases of tardiness, 1,433 minutes lost by tardiness, 429 not absent or tardy, and 184 visitors. The number enrolled was 43 per cent of the enumeration, 3,274. The report shows a marked improvement over that of September, 1874.

——THE Missouri State Teachers' Association will meet in Mexico, Mo., the 28th, 29th, and 30th of this month.

——WE are informed by Thos. A. Pollok, Clerk of the Board of Examiners of Preble County, that on questions not difficult but on rigid marking, they grade certificates as follows: 70 to 80 per cent gives a six months' certificate; 80 to 88, a twelve months' certificate; 88 to 95 an eighteen months'; and above 95, a twenty-four months'.

——IT is said that in Missouri there are 39 Colleges, 5 Normal Schools, 47 Academies, 75 High Schools, and a school fund of $7,079,952. Ohio will have to yield the palm hereafter as to multiplicity of colleges.

——IN the Empire of Russia, with its 75,000,000 inhabitants, there is but one school to every 3,294 inhabitants. In the primary schools there are only 933,000 pupils, of whom only 185,034 are girls.

——THERE are four institutions of learning in Salt Lake City, Deseret University, St. Mark's Seminary (Episcopal), Rocky-Mountain Seminary (Methodist), and the Salt-Lake Collegiate Institution (Presbyterian).

——THE enrolment in September last of the Pittsburgh Public Schools was 20,443; 17,100 being the enrolment in the day schools, and 3,343 in the evening schools. The enrolment in the day schools was 1,017 greater than in September, 1874.

——THE Hartford High School is said, by the New-England Journal of Education, to be one of the finest institutions of its kind in New England.

——THE Nation of October 21st contains an interesting letter on "The Higher Education in Scotland."

——THE Nation of the same date contains a severe criticism of Stuart's Tacitus.

——WE learn from the Democratic Mirror, of Marion, Ohio, that the public schools in that place are prospering finely under the superintendency of W. S. Eversole, and his excellent corps of teachers.

——THE Trumbull County (O.) Teachers' Association met in Warren, November 20th. The following was the published programme: Miss Belle Pollock, of Orangeville, "Discontinuance of Summer Schools"; Miss J. A. Gilmer, of Newton Falls, "The Teacher"; and George A. Robertson, North Bloomfield, "District Schools in the Reserve."

——APPLICANTS for admission to the Medical Department of Michigan University now have to pass an examination in the elementary branches. It is said that some applicants have failed. Such a test ought long ago to have been applied.

——NORWALK PUBLIC SCHOOLS.—The Norwalk Chronicle of September 10, complains of a want of adequate accommodations. It adds, "Since Superintendent Oakes has had charge of the schools they have attained a degree of prosperity that is flattering in the extreme, and give evidence of what can be accomplished by systematic and well-directed effort."

——THE Northwestern Teachers' Association will meet in Findlay, December 28 and 29. Mr. Pittsford, Chairman of the Executive Committee, has promises of papers from Ross, of Fremont; Walker, of Lima; Heller, of Bowling Green; De Ford, of Ottawa; Williamson, of Wapakoneta; Hall, of Republic; and Hartley, of Fostoria. Commissioner Smart has also been invited to be present. Absence at an institute in another State will prevent us from accepting an invitation to be present.

——THE Wittenberger says that Wittenberg College "not only stands upon a firm financial basis, and is able to boast of a Faculty which is surpassed by none of the institutions in the West, but has also the assurance of growing popularity."

——THE Ann-Arbor High School is better attended than any other high school in a city of no greater population. Last year there were 380 pupils, 245 boys and 135 girls, 155 of whom studied Latin, and 72 Greek. Sixty-seven pupils graduated last June. This outdoes cities of over one hundred thousand population.

——THE spelling fever is beginning to spread again. We wish all fevers were as harmless.

——IN August last 59,120 volumes were called for at the Boston Public Library.

——DARTMOUTH COLLEGE is said to have a larger attendance of students this year than ever before.

——THE salaries of teachers in the day schools of Wheeling last year were as follows:—Principals, $1,100; assistants in Grammar Schools, $440; teachers in "A" and "B" divisions Primary Schools, $385; in "C" and "D" divisions, $360; Principal of Colored School, $800; assistant, $360; Superintendent of German Instruction, $800; teachers of German, $300. The Schools were in session 194 days. We gather these facts from Supt. Williams's Report.

PERSONAL.

——J. L. MCDONALD remains at Wellsville.

——T. C. KAY continues as Superintendent at Alliance, O.

——SIGNOR BONGHI is the Italian Minister of Education.

——M. A. SPRAGUE is principal of the Union School at Berea, Ohio.

——JOHN R. PARK, M. D., is President of the Deseret University.

——THE Editor of this journal is engaged to attend an Institute in South Bend holiday week.

——C. M. WATSON is Superintendent of the Public Schools of Seville, Medina County.

——Miss Ella Griffith, last year assistant in the Alliance High School, is this year Principal.

——A. S. Snyder, formerly a teacher in Columbiana (O.), has taken charge of the Hanoverton (O.) Schools.

——B. F. Lukens, last year Superintendent of the Portsmouth (O.) Schools, has taken charge of the Public Schools of Wooster, Ohio.

——Joseph Moore, President of Earlham College, Richmond, Ind., returned last summer from a visit to the Sandwich Islands.

——Mrs. F. W. Case, of Columbus, Ohio, did effective institute work last summer, devoting herself to primary instruction.

——Prof. Lewis McKibben, on account of failing health, has resigned his position as Principal of the Hillsboro High School.

——The Schools of Painesville are said to be prospering under I. M. Clemens's management.

——Miron E. Hard, formerly of the Gallipolis High School, now teaches in the high school at Washington C. H.

——H. S. Doggett is re-employed as Superintendent of the Hillsboro Schools, and has a salary of $1,500—an increase of $150.

——Rev. A. C. Hirst, last year Superintendent of the Public Schools of Washington C. H., is now preaching in Chillicothe.

——Phil. Roettinger, Jr., is employed as Superintendent of the Public Schools of Mt. Gilead.

——Ezra S. Carr has been elected State Superintendent in California as successor of the Hon. Henry L. Bolander.

——The Hon. S. S. Stephens (part Indian) is Superintendent of Public Instruction for the Cherokee Nation.

——The Hon. O. H. Riggs is the Superintendent of Common Schools for Utah.

——The Hon. Joseph Peerault is Superintendent of Public Instruction for Idaho.

——John Kneeland has been elected, by the Massachusetts Board of Education, as one of its State Agents.

——The Rev. L. M. Burrington, Superintendent of the St. Paul Public Schools, has a salary of $2,000 a year.

——Prof. Shumaker, of Pennsylvania, conducted an institute this year in Linn County, Iowa, at which 200 teachers attended.

——Dr. Alexander Martin is the new president of Asbury University at Greencastle, Ind.

——T. C. Smith is the new president of Union Christian College at Merom, Ind.

——W. H. Venable, of Cincinnati, Ohio, lectured August 26th, before the Wayne County Teachers' Institute, at Centreville, Ind.

——The Hon. Alonzo Abernethy has been re-elected State Superintendent of Iowa.

——J. G. McMynn, of Racine, has opened a private school in that city. Mr. McMynn has long been among the foremost of Wisconsin teachers.

——The Hon. R. D. Shannon is Superintendent of Public Schools in Missouri.

——J. M. B. Sill, successor of Duane Doty as Superintendent of the Detroit Public Schools, graduated at the Ypsilanti Normal School in 1854.

——J. Howard Brown is Principal of the Academy at New Hagerstown, Carroll Co., Ohio.

——Mr. Watson's predecessor, H. G. Welty, at Seville, Ohio, has taken charge of the schools of Uhrichsville, Ohio.

—— E. J. Godfrey's salary as Superintendent at London, Ohio, is $1,400. His predecessor, W. M. Harford, has taken charge of the Fremont Journal.

——Prof. Eben S. Stearns, of Robinson Academy, Exeter, N. H., has succeeded Gen. Kirby Smith as President of the Nashville (Tenn.) University.

—— Miss Eliz. P. Peabody, the leader of the Kindergarten movement in this country, has been lecturing in Montreal, to large audiences, on "Kindergarten Methods."

——Prof. J. P. Patterson, formerly of the Ohio Wesleyan Female College, at Delaware, Ohio, is superintendent of the schools of Washington C. H.

——S. H. Fish, last year teacher of Latin and Greek in Chickering's Institute and in the Cincinnati Wesleyan Female College, is employed as teacher in the Wilmington High School.

—— Duane Doty, formerly Superintendent of the Detroit Public Schools, and now Assistant Superintendent in Chicago, Ill., graduated at the Michigan University in 1856.

——J. G. McCalmont is Superintendent of Schools at Madison, Lake County, Ohio. The schools are now in a better condition than at any previous time since he took charge of them.

——Mr. Ford, editor of the Michigan Teacher, and his wife, were the principal instructors at the Hendricks County (Ind.) Institute, this year at Clayton.

——C. W. Carroll is serving his second year as Superintendent of the Union School at Garrettsville, Ohio. Salary, $1,100, an increase of $100 over his first year.

——The April number of the Brooklyn Journal of Education announced that Edward Danforth had been elected Superintendent of the Elmira Public Schools at a salary of $3,000 a year.

——W. H. Davis, a graduate of the Ohio Wesleyan Uinverssty, is to take charge of Wiley University, Marshall, Texas. So says the Ilion (N. Y.) Citizen of November 19.

——Prof. J. W. Langley, late of Pittsburgh, Pa., is now acting as Pro-

fessor of General Chemistry and Physics at the University of Michigan, at Ann Arbor, Mich. Salary, $2,500.

——A. C. DEUEL, of Urbana, has had charge of the Urbana (O.) Public Schools for almost a quarter of a century. Where can such another exception to short-lived superintendency be found?

——THE HON. B. G. NORTHROP, of Connecticut, attended two Institutes in Ohio in August last. The first Institute that he attended in Ohio was in Noble County, in 1869, where we first saw his institute work.

——WE had a very pleasant call from the Hon. E. E. White, October 23d, on his way from an institute in Wayne County, Ohio, to one in Newcastle, Pa. He is in good health and stands his institute work well.

——PROF. J. C. WATSON, of Michigan University, when sojourning in Egypt on his Transit trip, was decorated by the Khedive with the insignia of Knighthood, and is now Commander of the Order of Medjidish.

——EDWARD A. HAIGHT, Superintendent of the Alton (Ill.) Public Schools, graduated at Ypsilanti in 1865, and Kate Brearley, now wife of H. A. Ford, editor of the Michigan Teacher, in 1862.

——GEO. S. ORMSBY, Superintendent of the Xenia Schools, is president elect of the Central Ohio Teachers' Association, and Alston Ellis, of Hamilton, the Vice-President elect.

——J. M. BLOSS, formerly Principal of the Girls' High School, at New Albany, Ind., has succeeded, in the Superintendency of the Evansville (Ind.) Schools, Mr. A. M. Gow, author of Good Morals and Gentle Manners.

——MR. VAN B. BAKER, for several years Superintendent of the East Liverpool (O.) Schools, has been succeeded by a new man whose name we have not learned. Mr. Baker has taken charge of the Public Schools at Beaver Falls, Pa.

——D. ECKLEY HUNTER, of Bloomington, Ind., author of the Historical Cards advertised in our October issue, is pronounced "an excellent institute instructor," and one who "knows how to adapt his work to the need of country teachers."

——PROF. ELIAS SCHNEIDER, formerly of Sunbury, Pa., has recently become Professor of Mathematics in Wabash College, at Crawfordsville, Ind., and, the Indiana School Journal says, "is winning the approbation of his associates and pupils."

——C. W. BUTLER is Superintendent of the Plymouth (O.) Schools. The Hon. E. E. White was recently invited to be present and deliver the principal address at the dedication of a new school-house in Plymouth. Prior engagements prevented his acceptance.

——ALSTON ELLIS, Superintendent of the Hamilton Public Schools, and member of the State Board of Examiners, lectured in Oxford, Ohio, November 12, on Educational Agencies. The Oxford Citizen gave the lecture an extended and favorable notice.

——REUBEN MCMILLAN, the excellent Superintendent of the Youngstown (O.) Schools, notwithstanding his partial blindness, is still able to perform his school duties. Prof. Gregory still remains at the Rayne

School in Youngstown, and has latterly devoted himself largely to practical analytical chemistry.

——Miss Oella J. Patterson, who has been a very successful teacher in the Steubenville High School for seven years, has resigned her position to accept an offer at Beaver, Pa. Miss Patterson's pupils presented her with a beautiful gold watch. Miss M. W. Sutherland succeeds her in the high school.

——We regret to learn that Abram Brown, of Chicago, Western Agent of Clark & Maynard, was prevented from entering upon his duties as Principal of the Omaha High School, in consequence of a severe attack of typhoid fever. Omaha's loss may be Clark & Maynard's gain, if Mr. Brown should continue as their agent.

——Mr. A. Earthman, Principal of the Madison School, in St. Paul, Minn., has resigned to take a position as teacher in the State Normal School at River Falls, Wis. His successor is S. L. Sayles. Mr. Earthman will be remembered by the teachers that visited St. Paul last summer, for his efforts to make their stay pleasant.

——W. E. Crosby, of Davenport, Iowa, and formerly of Ohio, attended last summer the Teachers' Institute of Delaware County, in that State, and was made to rejoice by a present, from the teachers, of Jowett's Plato's Dialogues, a magnificent work in four volumes. If it were not wicked, we would covet the gift.

——W. B. Bennett, a graduate of Waterville College, Me., has succeeded B. B. Hall as Principal of the Normal School at Republic, Ohio. He is assisted by Miss Frankie E. Mills, late Superintendent of the Republic Union School. Mr. Hall announces himself in a circular as ready to make institute engagements for the year 1875–6.

INSTITUTES.

Williams County.—Place, Bryan; time of beginning, November 1st; enrolment, about 100; instructors, Prof. Robert Kidd, of Moore's Hill, Ind.; Hon. T. W. Harvey, of Painesville, Ohio; and Chris. W. Mykrantz, of Bryan, Ohio.

Wayne Co.—Place, Shreve; time of beginning, October 18th; enrolment, over 100; instructors, the Hon. T. W. Harvey, and Prof. S. J. Kirkwood, of Wooster. The institute was pronounced by all in attendance the best ever held in the county. By a change in the constitution, the County Examiners are hereafter to be the Executive Committee. The next session is to be held again in Shreve, the third week in October, 1876. Subscriptions, 20.

Morgan Co.—Place, McConnellsville; time of beginning, August 16th; enrolment 158; instructors, T. W. Harvey, the Hon. C. S. Smart, Miss Harriet L. Keeler, of Cleveland, and Prof. Jacob Schwartz; evening lecturers, Harvey ("The Common Schools of Ohio") and Smart ("Who is Responsible?"). It was pronounced by all the best session ever held in the county. Officers for 1875–6, P. Henry, Pres.; Jno. A. Stone

and Rachel A. Lewis, Vice-Prests.; A. A. Porter, Sec.; Jno. A. Stone, of Eagleport, George Birch, of Pennsville, J. T. Elliott, of Elliott Cross Roads, and Frankie Eberlein and Jennie Green, of McConnellsville, Executive Committee. Subscriptions, 24.

STARK CO.—The County Institute was held in Alliance, from October 12th to 16th. The enrolment was two hundred and fifty-one. The institute was eminently successful in the character of the work that was done, and the greatest interest was manifested by the teachers in attendance. The instructors were the Hon. E. E. White, Prof. W. G. Williams, LL. D., of Delaware, and Prof. Daniel Worley, of Canton. Very able and valuable evening lectures were delivered by the Hon. E. E. White, Prof. W. G. Williams, and W. H. Locke, D. D., of Alliance. Very interesting essays were read by Mr. George W. Yohe, of Waynesburg, Miss E. M. Cock, of Canton, and Mrs. L. D. Pinney, of Massillon. The question, "What ought we to Teach?" was discussed by a number of the teachers. J. H. L.

[We gave an account of this institute last month, but it lacked fulness.—ED.]

HANCOCK CO.—The following additions should be made to the report in the October number, page 441. Place, Findlay; enrolment, 160. Jno. A. Pittsford is Chairman of Executive Committee for next year.

BOOK NOTICES.

A SHORTER COURSE IN CIVIL GOVERNMENT, consisting of Seventy Lessons. By Calvin Townsend. Ivison, Blakeman, Taylor, & Co., New York and Chicago. 1875. Pp. vi, 240. Price $1.00.

Many of our readers will remember the excellent Analysis of Civil Government prepared by Mr. Townsend several years ago. There is a growing belief among teachers that the time will come when the study of civil government will be compulsory in the common school. At the urgent request of many teachers who believe in the propriety of introducing this study into the lower grades, Mr. Townsend has prepared this neat little volume, although afflicted with blindness. It is needless to say that he has done his work well, notwithstanding the disadvantages under which he labored.

A TEXT BOOK ON CIVIL GOVERNMENT IN THE UNITED STATES. By George H. Martin, Teacher of History and Civil Polity in the State Normal School, Bridgewater, Mass. Published by A. S. Barnes & Co., New York and Chicago, 1875. Pp. 330. Price, $1.25, sent by mail postpaid.

This book has five distinctive features, fullness in the statement of principles, comprehensiveness of plan, historical method, topical arrangement, and omission of details. Its comprehensiveness is shown in the fact that it treats not alone of the national government but of the State, county, city, and township organizations of Massachusetts. Pupils outside of Massachusetts would certainly need a description of the political organizations of their own states.

The following statement deserves especial notice. "Every school should

have among its reference books a copy of the General Statutes, the Acts and Resolves of the Legislature, and a Law Dictionary."

THE PRIMER OF POLITICAL ECONOMY; in sixteen definitions and forty propositions. By Alfred B. Mason and John J. Lalor. Chicago. Jansen, McClurg & Co., 1875. Pp. 67.

The time allotted to the study of political economy in the common schools is too short for pupils to master the ordinary text-books, hence the preparation of this primer. The doctrines taught are sound and ought to be widely promulgated in the schools. It is a sad sight to see voters arranging themselves on opposite sides of economical questions which really have but one side. We wish the primer eminent success in its mission and trust that it may fall not only into the hands of children, but also into the hands of the voters who are deceived by the sophistries of political charlatans.

A PRACTICAL COURSE WITH THE SPANISH LANGUAGE. On Woodbury's plan with German. By H. Monsavto, A. M., late assistant professor in the United States Naval Academy at Annapolis, and Louis A. Languellier, LL. D., Late Tutor in the College of the City of New York. "*Pocos preceptos y mucha práctica.*" Ivison, Blakeman,, Taylor, & Co. New York and Chicago. Pp. 400.

This book is beautifully printed and we shall be greatly mistaken if it shall not be found a better introduction to the Spanish language than any of its predecessors published in this country. The use of broad-faced letters in the vocabularies, words and phrases discussed, adds much to the value of the work as the memory is thereby greatly assisted. The idioms of the language occupy a prominent place as they should in all grammars of a foreign language. The Spanish maxim on the title-page which means "few rules and much practice," shows the plan of the authors.

PRACTICAL ETHICS FOR SCHOOLS AND FAMILIES. Illustrated by chart. By Matilda Fletcher. A. S. Barnes & Co, New York, Chicago and New Orleans, 1875. Pp. viii, 154. Price, $1.00, sent by mail postpaid.

The copyrighted chart in this book belongs to that class of charts in which we never can see any sense or value. The book is, however, not subject to the same criticism. It covers by question and answer (the book is exclusively catechetical), the whole course of practical ethics, there being a chapter on each of the following subjects:—Love, conscience, reflection, will, industry, health, ambition, energy, order patience, economy, self-denial, punctuality, prudence, hope, perseverance, cheerfulness, fortitude, self-possession, self-reliance, contentment. moral courage, mental courage, physical courage, purity, cleanliness, temperance, chastity, peace, politeness, justice, honesty, truth, magnanimity, fidelity, self-respect, conjugal vows, parental love, filial love, paternal love, friendship, patriotism, philanthropy, and duty. The author is well known throughout the West as a public speaker and we hope that her book will give her a still more extensive reputation.

SWINTON'S ELEMENTARY GEOGRAPHY, designed for Primary and Intermediate Grades and as a Complete Shorter Course. Ivison, Blakeman, Taylor, & Co., New York and Chicago. Pp. 128.

The plan of this book is to combine oral instruction and task-work

and to unite in the descriptive geography of countries, *reading* and *recitation* matter. This plan is avowedly a compromise between two methods of teaching primary geography. The introduction is entitled "Geography in a Cup of Coffee," and is merely designed to be read aloud in the class. In the recitation lessons only those answers printed in bold-faced type are to be committed to memory and are confined to the important statements or definitions. In the reading lessons the author presents in a pleasing manner the interesting points connected with the topics under consideration. The work is profusely illustrated and will be sure to attract great attention among teachers,

EASY LESSONS IN GERMAN. By W. H. and E. K. Woodbury. New York and Chicago. Ivison, Blakeman, Taylor, & Co.,1875. Pp. 237.

This book furnishes an excellent introductory course to German on the Woodbury plan. Its characteristic features are the simplicity of its exercises and the devices for aiding the memory. We have never seen a more finely printed German book.

——SCRIBNER'S MONTHLY for December is an excellent number. There are five profusely illustrated geographical articles, entitled "The Tour of the Nile," "Some Pictures from Japan," "The Ancient Province of Tusayan," "Spanish Sketches," and "The Site of Solomon's Temple Discovered." Amasa Walker writes on "French and American Currencies.

——ST. NICHOLAS for December is like its predecessors "a thing of beauty and a joy" to the children. Apropos to the time it contains an admirable article, entitled: "ONE HUNDRED CHRISTMAS PRESENTS, AND HOW TO MAKE THEM." The article contains full practical descriptions, by the aid of which girls and boys of all ages can make beautiful and useful Christmas presents for their friends and relatives.

——WIDE AWAKE, an Illustrated Magazine for Girls and Boys. This beautiful magazine is published by D. Lothrop & Co., Boston, Mass., and and is edited by Ella Farman, Bedford, Calhoun County, Michigan. As a proof of its faultless typography, it is only necessary to say that it is printed at the Cambridge University Press. The contents of No. 5, Vol. I, now before us are varied in their character and just such as to delight the young folks. The value of such a magazine in a family can hardly be estimated. We have looked in vain in No. 5 to find the month for which it was issued or the subscription rates.

——THE JOURNAL OF SPECULATIVE PHILOSOPHY (now issued quarterly at $3.00 a year) completed its ninth volume in October. It is edited by Wm. T. Harris, St. Louis. We have been a subscriber to this Journal ever since it started and can cordially recommend it to all students of speculative philosophy.

——The Evening at Home completes this month its second volume. It is published at Orrville, Ohio, by H. A. Mumaw, at $1.00.

EDUCATIONAL PERIODICALS.

——THE SCHOOL published at Ypsilanti, Mich., completes its fourth volume this month.

——THE REVEILLE (in its 41st volume) is published at Norwich Univer-

sity, Northfield, Vermont. Prof. Chas. Dole is editor. Terms; $1.00 a year. The last number before us is dated September 1875.

——The Normal Monthly edited by Prof. Edward Brooks, at Millersville, Pa., is in its third volume. Terms: $1.25 a year.

——The California Teacher is published at Sacramento, Cal., at $2.00 (gold we suppose) a year.

——The Western, a Journal of Literature, Education, and Art, edited by H. H. Morgan is published at $1.50 a year by the Western Publishing Association at St. Louis, Mo.

——The Brooklyn Journal of Education started in April last. It is devoted to Educational Interests, Science, Literature, and Art. Office, 185, Montague Street. Terms: $2.50 a year. Single copy 25 cts.

——Wisconsin Journal of Education completes this month its fifth volume. It is edited and published at Madison, by Edward Searing and John B. Pradt. Terms: $1.50 a year.

——The National Teachers' Monthly completed its first volume in October last. See advertisement for further particulars.

——The American Educational Monthly completes this month its twelfth volume. It is to take a new departure next month under some new name. Present terms, $2.00 a year. Single number, 20 cts. It is published at 14, Bond Street, New York, by J. W. Schermerhorn & Co.

——The Illinois Schoolmaster completes this month its eighth volume or twenty-first counting its predecessor, the Illinois Teacher. It is edited and published by J. W. Cook and E. C. Hewett, at Normal, Ill. Terms: $1.50 a year, or $1.25 in clubs of five or more.

——The Nebraska Teacher completes this month its fourth volume. It is edited and published at Beatrice, by Charles B. Palmer. Terms: $1.50. Ten copies without premium, $1.25 each.

——The Common School completes its second volume this month. It is edited by W. E. Crosby at Davenport, Iowa. Terms: $1.50 a year.

——Erziehungs-Blätter (Americanische Schulzeitung) Für Schule und Haus. Organ des deutsch-americanischen Lehrerbundes. Herausgeber, Hailman & Dörffinger, Milwaukee, Wis. Preis $2.12 jährlick in Vorauszahlung.

——New-York School Journal and Educational News, published semi-monthly at No. 17, Warren Street, New York, N. Y., at $2.00 a year. Amos Kellogg is editor, W. H. Farrell, Business agent, and Edward L. Kellogg, Subscription Agent.

——The Educational Journal of Virginia began its seventh volume last month with H. Estill, Professor of Mathematics in Randolph Macon College, as Editor-in-chief. The Journal is published at Richmond, Va. Terms: $1.50, and specimen copies 15 cts.

——Home and School. For particulars as to this periodical see advertisement.

——The Maryland School Journal began its second volume in Septem-

ber last. It is edited and published by M. A. Newell, Baltimore, Md. Terms: $1.25. Fifty copies $50. Ten numbers issued in a year. It would be best for all educational journals to adopt the same practice. We will second a proposition to do so.

——The Indiana School Journal closes with this month its twentieth volume. W. A. Bell is chief editor. Terms: $1.60 a year, single subscription. Five or more, $1.35.

——The Michigan Teacher closes its tenth volume this month. It is edited and published by H. A. Ford, at Kalamazoo. Terms: $1.50 a year.

——The Wittenberger began its third volume in October last. It is devoted to the interests of Wittenberg College, at Springfield, Ohio. It is edited by D. H. Snavely and J. A. Hall. It is issued monthly throughout the College year, at $1.00 a year.

——The Cornell Era is published weekly at $2.50 a year by the Senior and Junior classes of Cornell University. Its present editors are J. W. Sturdevant, C. P. Woodruff, M. E. Hanland, and A. J. Loos.

——The College Herald is published monthly at $1.00 a year by the Theta-Alpha and Euepian Literary Societies of the University of Lewisburg, Pa. It began its sixth volume in October last.

——The Denison Collegian is in its ninth volume. It is published at Granville, Ohio, every alternate week in the School year at $1.50, by the Calliopean and Franklin Societies. Its present editors are E. M. P. Brister, E. D. Burton, J. L. Smith, and J. W. Weddell.

——The College News Letter is published monthly at $1.00 a year during the Collegiate year by the students of Iowa College, at Grinnell, Iowa.

——The Chronicle began its seventh volume in October last. It is published by the students of Michigan University at Ann Arbor, Michigan, every alternate week during the College year. Terms: $2.00 a year in advance.

——The College Olio is in its fourth volume. It is published every third week of the term by the Alpha Kappa and Psi Gamma societies of Marietta (O.) College at $1.50 a year.

——Western Journal of Education, the union of The Chicago, and The Minnesota Teacher, is published by J. W. Brown, in Chicago, Ill., at $1.50 a year.

——The School Bulletin and New-York Educational Journal is published at Syracuse, N. Y., by C. W. Bardeen, at $1.00 a year. Edward North is Chairman of the Board of Editors. A western edition of this periodical, published at Milwaukee with the title "The School Bulletin and Northwestern Journal of Education," takes the place of S. R. Winchell's Public School Record, established in 1873.

——Utah Educational Journal, established last July, is published monthly in Salt Lake City, at 75 cents a year. J. M. Coyner, formerly of Indiana, is editor.

——The Pennsylvania School Journal with this month reaches the fifth number of its twenty-fourth volume. J. P. Wickersham is editor. It is published monthly at Lancaster, Pa., at $1.60 a year; ten or more copies, at $1.35.

——The Normal American Journal of Education, published at Kirksville, Mo., is one of the nine editions of the American Journal of Education, published by J. W. Merwin, in St. Louis. Terms: $1.50; with this journal, only $2.00.

——The New-England Journal of Education is now the leading weekly educational journal of the country. See advertisement.

——For notices of The Educational Voice (first number only received) and the Los Angeles Schoolmaster, see November number.

——We expect to give next month a list of some periodicals not educational, which will be found useful to teachers.

——Crowded Out.—Notices of Tenney's Elements of Zoology, Gildersleeve's Latin Series, Peck's Algebra, Sheldon's Fifth Reader, Pooler's Test Speller, etc., some of which are already in type.

——Subscriptions.—We trust that our subscribers whose time expires with this number will be prompt in renewing. We shall have to rely upon superintendents, principals, examiners, agents, and former solicitors to forward subscriptions as well as to exhort teachers to renew their substriptions. We are determined to make our next volume a grand repository of educational intelligence and suggestive educational discussions.

——Our Advertisers.—Wilson, Hinkle & Co. have three new pages of advertising this month. See also the modified page of Scribner, Armstrong & Co., furnished by C. B. Ruggles of Cincinnati, Ohio. The great publishers, D. Appleton & Co., Sheldon & Co., continue to present to the notice of teachers and school officers their excellent books. Other advertisers are represented by shorter advertisements which will amply repay a perusal. The editor appeared last month as an advertiser calling attention to Educational Notes and Queries.

——To our Readers.—We are desirous of keeping up with the educational news and educational progress of the country, and are therefore anxious that our readers from Maine to California shall send us items from which we may cull in making up our editorial department. Although the great free-school system of our country must receive our chief attention we shall be glad to receive news from all kinds of schools, private, parochial, academic, collegiate, etc. Persons sending us educational items should not put these items on the same leaves with business items or other matter. Such letters are filed with business letters and thus the items are in danger of never getting into print. Brief, suggestive, and well-written contributions are solicited. If the contribution is brief, and on an important subject, the ideas clearly and tersely expresed (verbosity is the general fault of inexperienced writers and sometimes of experienced ones too) it will certainly be accepted and in due time published. Contributions not accepted will not be returned except in cases where stamps for prepayment of postage at letter rates shall be sent.

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